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ABSTRACT

This self-study accreditation report assesses the achievement of the objectives of Ohio Valley College (OVC), an independent liberal arts college with a strong emphasis on promoting Christian spiritual values. After chapter 1 provides descriptive and historical data about the school and its accreditation, chapter 2 defines the educational task and objectives of OVC. Chapter 3 offers a profile of the OVC student body, a review of spiritual-emphasis activities on and off campus, a description of extracurricular activities, and a discussion of campus residential life. After chapter 4 provides an overview of OVC's instructional program and faculty characteristics, chapter 5 describes the organization and management of the school in terms of the board of trustees, administrative and organizational relationships, and committee and student input. Chapter 6 is devoted to OVC's supporting resources, such as plant and equipment, library, supporting constituency, and financial resources. Chapter 7 presents the results of the 1981 alumni survey, looking at graduates' academic and employment success, spiritual dedication and values, and support of OVC. In chapter 8, data are presented showing student achievement and community service outcomes. Chapters 9 and 10 provide evidence of the college's ability to accomplish its objectives in the future, assessing its strengths and weaknesses and providing enrollment, personnel, and financial projections. Self-study forms are appended. (AYC)

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EDUCATING TO SERVE

A Self Study of
OHIO VALLEY COLLEGE
Parkersburg, West Virginia

Charles J. Aebi

Submitted to the
Commission on Institutions of Higher Education
of the
North Central Association of Colleges and Schools

September 1, 1982

JC 820 560

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FOREWORD

This Self Study was prepared for the North Central Association of Colleges and Schools by the administration and faculty of Ohio Valley College under the direction of Dr. Charles J. Aebi, Vice President for Academic Affairs. The two committees that played prominent roles in the Self Study research and writing were made up of the following members:

Steering Committee

Charles J. Aebi (Chairman), Vice President for Academic Affairs
Joann Kirby, Secretary to the V. President for Academic Affairs
Gary Ryan, Director of Student Affairs
Philip Sturm, Asst. Professor of Communications & Social Studies

Self Study Committee

Steering Committee members, with Dr. Aebi as Chairman
E. Keith Stotts, President
Paul M. Gardner, V. President for Institutional Advancement
Richard N. Taylor, Jr., Vice President for Finance
Charles O. Gibbs, Registrar and Asst. Professor of Mathematics
John E. Williams, Asst. Professor in English and Physical Ed.
R. Clifton Inman, Asst. Professor in Bible
Bonnie Ulrey Baker, Librarian and Instructor in English & French
Barry Bryson and Geneva Denton, OVC Students

The Steering Committee met several times in 1981 and 1982 to plan, organize, and direct the Self Study research and writing. All the members of the Self Study Committee, and other faculty and staff members as well, participated in outlining and writing the Self Study.

In preparation for the writing, a survey of alumni was conducted in the closing weeks of 1981 and the beginning of 1982. The survey data were tabulated by Mrs. Kirby, and the results were compared and in some cases combined with the results of similar surveys done in 1973 and 1977.

The initial writing was a teamwork effort involving various administrators and faculty members. Their work was edited, revised where needed, and in some cases rewritten, by Dr. Aebi with the assistance of other committee members who read, corrected, and suggested revisions of the first drafts. The end product is the work of the OVC team.

OBJECTIVES

Ohio Valley College has clearly defined objectives which are understood and accepted with full commitment by Board, administration, faculty, staff, and students. These objectives give OVC a distinctive identity, making it unusual among institutions of higher education because of a strong emphasis on Christian spiritual values. The objectives can be summarized in scope as promoting these values in the three areas of instruction, environment, and service.

An instructional goal is to provide a two-year program that promotes spiritual values and centers around a liberal arts general education core which will (1) easily transfer to senior colleges; (2) be useful as a foundation for life and for later work; and (3) give specific vocational preparation to career students in secretarial, nursing, and ministerial sciences. An additional instructional goal is to provide a four-year program in Bible and religion to prepare students for the ministry and/or for graduate work in ministry or theology.

Probably the most distinctive aspect of OVC objectives is the campus environment that is designed to achieve the affective goal of Christian values and attitudes. The goal of a Christian environment has many implications for extracurricular activities and for all of campus life.

The objective of service to clientele, both to the immediate community and to the larger constituency, is in line with the spiritual values orientation of the institution as a whole. This goal is designed to be fulfilled by both on-campus and off-campus activities.

ORGANIZATION OF RESOURCES TO FULFILL OBJECTIVES

The instructional objectives of Ohio Valley College are fulfilled by providing an appropriate curriculum for each degree program, a qualified faculty to administer and teach the curriculum, and adequate staff and support services. A growing student body has created demand for a broader curriculum, which in turn has resulted in growth in size of faculty, staff, and facilities. Since 1970, the

library has doubled its volumes held, the full-time faculty has more than doubled, and the curriculum has doubled in numbers of courses offered.

The objective of a unique campus environment is being fulfilled by the College's provision of a campus residential life support system that includes a full schedule of extracurricular activities. An intramural program is maintained in such a way that nearly all campus personnel are involved in it. Bible classes, daily chapel periods, and dress and behavior codes are required of all students. Faculty and staff members maintain the highest Christian ideals and conduct at all times. Bible lectureship programs, spiritual counseling seminars, formal and informal devotionals, and many other spiritually-oriented activities are designed to enhance the environmental goal. Since 1977 the dormitory capacity and the cafeteria and student center space have more than doubled, and the student affairs directorship has been designated a full-time administrator position.

The service objective is fulfilled by the Powell Apartments, the OVC Speech Clinic, on-campus lectures and convocations, and assistance to area churches and the business community by both students and faculty/staff. The larger area constituency (West Virginia, Ohio, Pennsylvania, Kentucky, and farther away) is also served by lectureships, forums, seminars, and workshops on campus, and by workshops and campaigns conducted by faculty, staff, and students in more distant locations.

In organizing resources to carry out these objectives, the College has increased its budget from $869,666 in 1977-78 to $2,016,977 in 1981-82. Fund raising has kept pace with expenditures, and budgets have been balanced each year with the last six fiscal years showing small surpluses.

ACCOMPLISHMENT OF OBJECTIVES

Enrolled student data and alumni survey data show that Ohio Valley College is accomplishing its objectives in the lives of students, and increasing calls from the community and larger constituency indicate that service goals are also being fulfilled. Of 767 alumni

responding on survey forms, 78% had transferred to a total of 189 different colleges and universities in 32 states, the District of Columbia, Florence, Italy; and Vienna, Austria. Their grades elsewhere were better than their OVC grades; 46% had baccalaureate degrees; 12% had master's, and 1% had doctorates. The alumni had an unemployment rate of 1.6%, and 90% were members of the church of Christ, with 82% of all who responded saying that they attended church services three times a week. Data for students on campus shows a retention rate over the past four years of 65% and a graduation rate of 52%, expressed in terms of the percentages of students who begin at OVC.

FUTURE ACCOMPLISHMENT OF OBJECTIVES

With the current organization of resources and the evidence that these applications of resources are effective in leading to student achievement and the fulfillment of service goals, the faculty concludes that the institution should be able to accomplish its objectives as well in the future as in the past. Projections for the future are made, and the rationale for them given, in the concluding chapter. Steady growth is projected over the next several years, but at a slower rate than has occurred during the past decade.

TABLE OF CONTENTS

Foreword ii

Preface: Abstract of Self Study iii

PART I. PURPOSES AND OBJECTIVES OF OHIO VALLEY COLLEGE

Chapter 1. Introducing Ohio Valley College 1

I. Description 1

II. Founding and Growth 2

III. Accreditation History 2
A. WV State Board of Education 2
B. WV Board of Regents 4
C. North Central Association of Colleges and Schools 4

Chapter 2. The Educational Task of Ohio Valley College 11

I. Original and Current Purposes 11

II. Formal Statement of Objectives 11
A. Three Assumptions 11
B. Five Objectives and Their Measurement 12

III. Implementation of Objectives 13
A. Administrative pattern 13
B. Faculty 14
C. Student Body 14
D. Curriculum 14
E. Extra-curricular activities 14
F. Physical facilities 15

IV. Summary and Scope of Objectives 15
A. Instruction in Transfer and Career Programs 15
B. Campus Environment to Promote Values and Attitudes 15
C. Service to Clientele 15

V. Objectives and Internal Decision Making 16
A. Organization and Objectives 16
B. Effect of Institutional Goals on Faculty 16
C. Admission and Retention Policies 16
D. Curriculum and Other Educational Experiences 17
E. Physical Facilities 18
F. Financing 18

ERIC

VI. Commitment to These Objectives 18
A. Board of Trustees 18
B. Administration, Faculty, and Staff 18
C. Clientele: Student Boad and Constituency 19

PART II. ORGANIZATION OF RESOURCES TO ACHIEVE OBJECTIVES .. 20

Chapter 3. Students and Student Environment 20

I. Profile of Ohio Valley College Students 20
A. Home Backgrounds 20
B. Financial Needs 22
C. Academic Characteristics 23
D. Size of Student Body 24
E. Factors in Choosing OVC 24
F. Retention and Counseling 24

II. Spiritual Emphasis of Campus Climate 25
A. Campus Devotional Life 25
B. Spiritual Convocations 26
C. Campus Spiritual Emphasis Clubs 26
D. Opportunities in Local Churches 27
E. Summer Campaigns 27

III. Extra-Curricular Activities 28
A. Student Government Association 28
B. Campus Social Clubs 28
C. Special Interest Clubs 28
D. Social Life 29

IV. Campus Residential Life 29
A. Dormitory Life 29
B. Health Services Program 30
C. Cafeteria 31
D. Student Center 31

Chapter 4. The Instructional Program and the Faculty 33

I. The Instructional Program 33
A. Curriculum 33
B. Associate Degree Programs 33
C. Four-Year Bible Program 34
D. Curriculum Development 36
E. Improvement of Instruction 37

II. The Faculty 38
A. Background and Credentials 38
B. Faculty and Staff Development 42
C. Faculty Loads 43
D. Faculty Recruitment, Retention, Tenure, and Promotion 45
E. Faculty Salaries 47
F. Due Process 47
G. Faculty Morale 48

Chapter 5. Organization and Management Resources..... 49

I. Board of Trustees 49
A. Brief History of Ohio Valley College Board of Trustees 49
B. Profile of the Board 49
C. Areas of Activities 52
D. Method of Involvement 54
E. Evaluation of Board 55

II. Administration and Organizational Relationships 56
A. Board and Advisory Groups 56
B. Organizational Chart 57
C. Administration 57

III. Committees--Structure and Workings 59
A. Standing Committees 60
B. Ad Hoc Committees 63
C. Workings of the Committees 63

IV. Student Input 64
A. Student Government Association Recommendations 64
B. Committee Membership 64
C. Student Evaluations 64
D. Surveys and Informal Input 64
E. Student Viewpoint on Effectiveness of Student Input 65

Chapter 6. Supporting Resources 66

I. Plant and Equipment 66
A. Campus and Buildings 66
B. Equipment 68
C. Master Plan 68

II. Library 69
A. Services Provided 69
B. Current Size and Holdings 70
C. Growth Pattern 1960-82 72
D. Budget and Usage Data 72
E. Other Facilities Available 73
F. Needs and Plans 74

III. Institutional Advancement 75
A. Publicity/Public Relations 75
B. Student Recruitment 76
C. Fund-Raising 77
D. Continuing Efforts 79
E. Evaluation and Needs 80

IV. Supporting Constituency 81
A. Numbers and Geographic Areas 81
B. Cultural, Religious, and Financial Backgrounds 81
C. Churches and Preachers 82
D. Supporting Organizations 82

V. Financial Resources 82
A. History 82
B. Budgets 83
C. Budget Increases 84
D. Revenue for Operations 84
E. Financial Reports 85
F. Accounting Procedures and Audits 90

Part III. EVIDENCE OF ACCOMPLISHING PURPOSES 92

Chapter 7. Alumni Achievement 92

I. Alumni Survey Procedures 92
A. Past Alumni Surveys 92
B. Current Survey 92

II. Academic Success of Alumni 93
A. ACT and Grade Comparisons 93
B. Grades at OVC and Elsewhere 94
C. Academic Success at OVC 95
D. Academic Success After OVC 95
E. College Choices of OVC Alumni 96

III. Occupations and Incomes of Alumni 96
A. Employment Rates 96
B. Occupations of Alumni 97
C. Incomes of Alumni 98
D. Incomes in Each Job Category 99
E. Evaluation 99

IV. Spiritual Dedication and Values 100
A. Church Preference 100
B. Church Attendance 101
C. Church Activities 101
D. Family Values 101
E. Community and Professional Service 102

V. Support of Ohio Valley College 102
A. Advising Prospective Students to Attend OVC 103
B. Financial Support and Campus Visits 103
C. Comments Made by Alumni 103

VI. Summary and Conclusions 105

Chapter 8. Student Achievement and Community/Constituency Service 107

I. Student Achievement on Campus 107
A. ACT and GPA Data 107
B. Graduation and Retention Data 108
C. Transfer Data 108
D. Transfer Plans and Career Goals 109

II. Community/Constituency Service Achievement 109
A. Powell Apartments 109
B. Service by Students 110
C. Service by Faculty and Staff 110
D. OVC Speech Clinic 111
E. Convocations 111
F. Baccalaureate Programs in Bible 112
G. Summary 112

PART IV. EVIDENCE FOR FUTURE ACCOMPLISHMENT OF PURPOSES ... 113

Chapter 9. An Assessment of Strengths and Weaknesses 113

I. Assessment of Strengths 113
A. Procedure for Assessing 113
B. Composite Assessment of Strengths 113
C. Assessment by Different College Groups 114
D. 1977 Assessment 115
E. Strengths Noted Elsewhere 116

II. Assessment of Weaknesses 117
A. Composite Assessment of Weaknesses 117
B. Assessment by Different of Weaknesses 118
C. 1977 Assessment 119
D. Weaknesses Noted Elsewhere 119

III. Future Action Indicated 120
A. Capitalizing on Strengths 120
B. Overcoming Weaknesses 121

Chapter 10. Projections for the Future 125

I. Assumptions for Projections..... 125
A. Assumptions for the Whole United States, 1982-92 125
B. Assumptions for Churches of Christ, 1982-92 126
C. Assumptions for Ohio Valley College, 1982-92 126
D. Objectives and Accomplishment 127

II. Projected Enrollment Patterns and Distribution 127
A. Number and Mix of Full-Time Students 127
B. Enrollment Projection Chart ---------- 128
C. Dormitory Needs Projected 129
D. Recruitment Plan to Achieve Projections 129

III. Financial Projections 130
A. Rationale for Projections 130
B. Budget Projections 131
C. Expense Projections 131
D. Operating Fund Projections Chart ---------- 132
E. Student Income Projections 133
F. Gift and Other Income Projections 133

IV. Projections of Personnel Needs 133
A. Chart of Personnel and Building Projections ------ 134
B. Administration Projections 135
C. Faculty Projections 135
D. Staff Projections 135
E. Chart of Additional Personnel Projections --------- 136

V. Projected Campus Master Plan 136
A. Formation of Master Plan 136
B. Summary of Master Plan 137
C. Maintenance and Improvement Projects 139
D. Classroom Needs 139

VI. Institutional Advancement 140
A. Personnel and Future Efforts 140
B. Continuing Efforts and Future Needs 140
C. Liaison with Assisting Organizations 141

VII. Conclusion 143

Appendix A. Form for Evaluation of Instruction 144

Appendix B. Syllabus Outline Form 145

Appendix C. Faculty Salary Schedule, 1981-82 146

Appendix D-1 1981 Alumni Survey Form 147

Appendix D-2 First Cover Letter for 1981 Alumni Survey . 149

Appendix D-3 Second Cover Letter for 1981 Alumni Survey 150

PART I

PURPOSES AND OBJECTIVES OF OHIO VALLEY COLLEGE

Evaluative Criterion 1: "The institution has clear and publicly stated purposes, consistent with its mission and appropriate to a postsecondary educational institution."

Chapter I

INTRODUCING OHIO VALLEY COLLEGE

I. DESCRIPTION

Ohio Valley College is an independent liberal arts college situated on a 133-acre campus adjacent to the cities of Parkersburg and Vienna, West Virginia. Located some 360 miles from its nearest sister institution, the College is church-related (founded and operated by members of the churches of Christ). However, it has neither financial nor organizational connection with any religious body and is open to qualified students of all races and relious beliefs. The institution is controlled by a self-perpetuating Board of Trustees, most of whom live within the College's major service area (West Virginia, Ohio, Western Pennsylvania, and Northern Kentucky).

Ohio Valley College offers five associate degree programs and two baccalaureate degree programs. Most of its students are enrolled in two-year programs leading to associate degrees in liberal arts, Biblical science, secretarial science, pre-professional, and pre-nursing. In May, 1982, OVC graduates were awarded 58 associate degrees and 15 certificates. The first B.A. and B.S. degrees in Bible will be awarded in Spring, 1983, and are expected to be few in number compared to the quantity of associate degrees.

In 1981-82 the total faculty with teaching loads numbered 26; of these, 13 were employed full-time in teaching and five in administration/support staff. Student enrollment in the fall of 1981 was 262 full-time students, with an unduplicated head count of 278 and an FTE (÷15) of 276.

In the spring of 1982, 222 students were enrolled full-time giving an unduplicated head count of 260 and an FTE of 240.

The College's administrative team includes President E. Keith Stotts; Dr. Charles J. Aebi, vice president for academic affairs; Dr. Paul M. Gardner, vice president for

institutional advancement; Richard N. Taylor, Jr., C.P.A., vice president for finance; and Gary A. Ryan, director of student affairs.

The present physical facilities includes 11 classrooms, two auditoriums, a library housing about 30,000 volumes, a science laboratory, an executive dining room that doubles as a classroom, a cafeteria, a student center, four dormitories, administration and faculty offices, and utility buildings.

II. FOUNDING AND GROWTH

Ohio Valley College was chartered in 1958 and held its first classes in 1960. Parkersburg was chosen as the site for the College because this city was and is the center of a growing chemical industry and also the focal point of the constituency the College was designed to serve--the greater Ohio Valley.

Development activities were carried on in temporary quarters from 1957-60, and classes were held in another temporary facility from 1960 to 1963. Land had been purchased in 1958, and the first building was erected on the new campus in 1963. Additional edifices were constructed in 1964, 1966, and 1969 to provide dormitory, classroom, and administrative and office space as well as limited cafeteria and student center facilities.

A new cafeteria and student center facility was built in 1979, and a new women's dormitory was completed in 1981. At different periods in the College's history, temporary facilities have been rented and used as dormitories and for storage space.

III. ACCREDITATION HISTORY

With the employment of Dr. Marshall Gunselman as dean in 1963, the College began a drive toward State and Regional accreditation. State accreditation was achieved in 1965, but North Central evaluation was postponed.

WV State Board of Education

Initial Accreditation. In May, 1965, Ohio Valley College was accredited by the West Virginia State Board of Education, whose visiting team at that time made the following recommendations:

(1) Several additional classrooms will be needed for growth.

(2) A learning resources center should be the first building priority.

(3) A larger proportion of educational and general expenses should be allotted to student services, instruction, and library.

(4) More PhD's, increased faculty competence, and a broader range of institutional backgrounds of faculty are needed.

(5) Curriculum should be trimmed to eliminate such specialties as physics and aviation, with less emphasis on secretarial science and only two hours permitted to be earned in chorus.

(6) A Dean of Students should be added to the staff.

(7) Counseling students on personal and social problems should be the responsibility of the Dean of Students and

the dormitory supervisors, and the Dean of Instruction and faculty should do academic and vocational counseling.

(8) Academic records should be secured in a fireproof vault, or records microfilmed and kept off campus in a secure place.

(9) The collection of 3600 books should be expanded, as should space for them (see recommendation number two).

(10) Faculty salaries should be improved (associate professor was $5500 to $6500 for nine months at that time).

Reevaluation Visit, 1968. A second accreditation visit was made by representatives of the West Virginia State Board of Education in May, 1968. They recommended that:

(1) More local students should be attracted, and to that end curriculum should be extended into vocational/technical and adult education areas, including cooperative education programs.

(2) Faculty should be broadened to include more PhD's, a broader range of institutional backgrounds, and those not members of the churches of Christ; faculty should teach within their areas of major and minor graduate work.

(3) Faculty and students should be given a greater voice in decision-making and institutional governance, and student government should be made more representative and effective.

(4) Library holdings should be examined for adequacy in various disciplines, periodicals should be extended to include a national newspaper, and greater library usage should be promoted.

(5) Curriculum should be revised to exclude courses not offered and to include more than the liberal arts; continuous evaluation by the Academic Affairs Committee is indicated.

(6) The President's Advisory Board should be more active, and a full-time development man should be hired to raise funds.

(7) Indebtedness should be reduced before further construction (of a physical education facility) is undertaken. Finances may be improved by increasing local student enrollment, permitting off-campus housing, offering special short summer sessions in remedial areas and offering vocational testing and counseling.

(8) Better use should be made of self-evaluation studies of marks given by instructors, ACT scores, and other data.

It may be noted that the changing philosophies of the time resulted in conflicting recommendations: in 1965 it was recommended that the curriculum be trimmed and secretarial science be de-emphasized, while in 1968 it was recommended that curriculum be expanded to include vocational/technical, adult education, and cooperative education, and cooperative education programs.

Nevertheless, most of the 1968 recommendations were carried out either in part or completely under a new College administration which began in 1970. Two new programs--a third year in Bible and an expanded business education program--were implemented in the fall of 1972. (The secretarial science curriculum had been cut back as was recommended). Summer sessions were conducted in 1971 and 1972. A faculty profile study was made during the 1970-71 year, and the deficiences noted therein were partly corrected. Teaching outside one's major areas was

limited to physical education and typing in 1971-72, and limited to physical education alone in 1972-73. Library holdings and usage were expanded, and students and faculty were given a greater voice in institutional governance and decision-making. Additional kinds of self-evaluation were introduced, and follow-up consultations with instructors were used. Indebtedness, which had been building up, was reduced in the years 1971-72. The new chapel/student center building erected in 1969 improved student services.

The faculty and administration felt that to follow some of the 1968 recommendations would have realigned institutional objectives in ways not intended in the original and continuing purposes of the College. To move too far from a basic liberal arts emphasis would be to remove or much dilute the unique spiritual emphasis of the institution and would leave Ohio Valley College no raison d'etre.

WV Board of Regents

Initial Visit, 1971. In May, 1971, a committee from the recently formed West Virginia Board of Regents visited the College for a cursory examination until a fuller review could be made in the spring of 1972. No written report or formal recommendations were made as a result of that visit, but State accreditation was extended until a further visit could be made.

Status Study, 1972. In May, 1972, a Status Study (using North Central's standards) was prepared for the West Virginia Board of Regents, and in June an evaluating committee visited the campus. As a result of their report, the West Virginia Board of Regents granted the college provisional accreditation until 1976. The two major areas of concern to the Regents were finances and library operation, and annual reports on these two phases of the operation of the College were to be submitted to the Regents.

Monitoring North Central Visits, 1974-77. When Ohio Valley College applied for North Central Candidacy in 1973, the West Virginia Board of Regents began monitoring North Central visits. With the granting of Candidacy status in 1974 and the Biennial Visit in 1975, West Virginia accreditation was extended until each subsequent North Central visit.

North Central Association of Colleges and Schools

First Contact, 1966. A Status Study was prepared and submitted to the Commission on Colleges and Universities of North Central Association of Colleges and Secondary Schools in May, 1966. However, the scheduled visit by North Central representatives was postponed to Fall, 1967, at the request of the College, and later cancelled, due to financial problems faced by a new administration.

Evaluation, 1967. In January, 1967, Dr. Conrad Hilberry of Antioch College was sent by the North Central Association to evaluate whether OVC was making "reasonable progress toward accreditation" because

the College needed this endorsement to secure funds through Title III. In April, 1967, North Central denied granting of Federal Fund Eligibility Approval.

Candidacy Status, 1974. A Status Study was prepared and submitted to the North Central Association of Colleges and Schools on September 1, 1973. In addition to discussing the goals, resources, organization, faculty, and strengths and weaknesses, the Status Study included data on the achievement of Ohio Valley College students from a survey of 350 alumni. The North Central evaluation team visited the campus January 21-22, 1974, and summarized their findings as follows:

"The College's strengths are in its clarity of purposes and their widespread acceptance; the growing involvement of the Board of Trustees in the development area; the leadership of the president and the dean; the communication between administrators, faculty members and students; and the institutional climate which is consistent with stated purposes.

"On balance, the College's adequacies, some better than others, include faculty resources; curriculum and instruction; the library facility and parts of the collection; the rest of the plant; student achievement; internal organization; student activities; alumni evaluation; and long-range planning, except for the question of admissions.

"The College's chief areas of concern are financial resources; the limited development program; dwindling enrollment; the library budget, staffing and student usage of the collection; plant maintenance; faculty salaries; and some faculty due process procedures."

At the North Central Association meeting March 27, 1974, Candidacy for Accreditation status was granted to Ohio Valley College. During the following two years, the College endeavored to capitalize on its strengths and correct its weaknesses. The development program was greatly enlarged and the admissions staff was strengthened. Realistic data were gathered and new projections were developed. A trained business manager and more accurate budgeting enabled the administration to allocate resources more realistically as well as to plan and project more accurately.

Faculty salaries were improved and a detailed salary schedule based upon degrees and years of experience was developed. Due process procedures were recommended by the faculty and adopted. The offices of Coach and Director of Student Affairs were separated, and student evaluations of faculty performance were guaranteed anonymity. Both student and faculty usage of the library were encouraged. The library collection was culled by faculty review and also by assistance from consultants.

The maintenance staff was increased and needed repairs and renovation were undertaken. Some internal organizational changes were made to maximize efficiency and improve the division of labor in administration and support staff. Better record keeping and reporting of data were devised.

Biennial Visit, 1975. A Biennial Visit Report was submitted by the College to the North Central Association's Commission on Institutions of Higher Education on August 29, 1975. An evaluation team visited the campus December 8-9, 1975, and reported that "the strength of Ohio Valley College is due to:

(1) The dedication of the entire academic community to common objectives.
(2) A reorganization of the administrative structure of the institution.
(3) The dedication of a well-qualified faculty to teaching.
(4) The well-kept records.
(5) The Christian atmosphere of learning consistent with stated purposes.
(6) Student achievement on transfer.
(7) Improved fiscal planning and a sizable reduction in the long-term indebtedness of the College.
(8) The realization of enrollment projections for the 1975-76 academic year.
(9) An improved plant maintenance program.
(10) A devised plan for institutional advancement.
(11) A more involved Board of Trustees in development."

"To assure institutional vitality and stability we are concerned that:

(1) Implementation of corrective actions in response to past evaluations has been too recent to allow for judgment regarding stability or determination on the part of all concerned to pursue actions that have been undertaken.
(2) A full awareness of what goes into the development and implementation of programs may be lacking.
(3) Support of programs in library holdings and departmental equipment has been lacking.
(4) Support for a vigorous inquiry into the open marketplace of ideas has been lacking.
(5) A policy regarding due process has not been defined.
(6) A steady increase in enrollment over the next three years may be difficult to realize.
(7) An institution-wide commitment to the admissions effort is necessary."

The 1975 Visiting Team recommended "that Ohio Valley College be continued in Candidate for Accreditation status" and suggested that because "the implementation of corrective action has been too recent to allow for judgment regarding stability...the institution consider remaining in Candidacy through one more Biennial Visit before making an application for Membership status in order to be more fully able to demonstrate that it is a vibrant but stable institution."

During 1975-77 the administration and faculty addressed themselves to the concerns of the Biennial Visiting Team and continued to emphasize recognized strengths by taking the following action:

(1) Administrative reorganization was sharpened by separating admissions and financial aid, by securing a fully trained director of student affairs, and by hiring a president who had proven fund-raising ability and who was familiar with the College's problems by having been a Board member for nine years.
(2) Record keeping and fiscal planning were improved so

that unqualified opinion audits were possible by an independent CPA firm. The Finance Committee of the Board carefully monitored budget and fiscal policy, and the 1976-77 year showed a surplus of $5,453.

(3) Enrollment increased 78% during 1974-77 as a result of the admissions staff being expanded to three full-time persons.

(4) Plant maintenance was accelerated by the hiring of additional personnel.

(5) Institutional advancement plans were developed to balance a budget that increased 30% each year 1974-77. A capital funds campaign was launched to raise money to build a new cafeteria and a new dormitory. Additional men with fund-raising ability were added to the institutional advancement staff.

(6) The library collection was updated to fit program needs and a professionally trained librarian was contracted. Steps were taken to gather data that more realistically portrayed the extent of library usage and research by students.

(7) Guidelines were developed to ensure due process for both faculty and students. A new Student Government Association charter and a set of Board Policy personnel guidelines and administrative regulations were provided to spell out due process in considerable detail.

Self Study, 1977. Because a new president took office January 3, 1977, the College asked for and was granted an extension of time from May 1 to December 1, 1977 as the due date for another Report. It was felt that any uncertainties attending the administrative changeover would be cleared up by June.

The reaction to and reception of Keith Stotts as the new president was very favorable and positive, and progress was accelerated rather than slowed. After a careful review of progress and potential for continuing progress, the Executive Committee of the Board recommended in June, 1977, that the College apply for Membership in North Central and submit a Self Study rather than a Biennial Visit Report in December, 1977. That action was approved by the full Board in August, 1977 and was taken in December.

Membership, 1978. The Self study was submitted December 1, 1977, and an evaluation team from North Central made an on-site evaluation visit May 1-2, 1978. Their recommendation was "that Ohio Valley College be accorded full accreditation and subject to review in five years."

The Evaluation Report noted the following strengths:

"(1) The Board, made up of persons with diversity in their occupations and backgrounds, meet regularly and appear to be knowledgeable of, interested in, and deeply committed to Ohio Valley College.

(2) The Administrative officers are competent persons with adequate academic and experience backgrounds, who are well organized and appropriately assigned to responsibilities. They appear to relate well to one another, to the faculty and the Board.

(3) The 1976-77 financial picture is an improved one and does not show an operational deficit.

(4) The Ohio Valley College Investment Corporation has $220,000 assets which are dedicated to Ohio Valley College.

(5) The faculty, a qualified and dedicated group, demonstrate a student-oriented philosophy.

(6) Faculty loads are reasonable and class sizes small.

(7) Faculty records are in order and include syllabi supplied by the faculty member.

(8) Students, appreciative of their dedicated teachers and individualized instruction, develop academic skills, insights, and knowledge that help them on transfer to continue as achievers.

(9) Students, faculty, and staff members--all cooperate to keep alive a Christian atmosphere that is conducive to the students' learning and to their social growth.

(10) The library has added a Hunter Oral History library to be available to students and the community.

(11) Recruitment programs seem to be effective.

(12) Academic counseling is supplied, with few exceptions by an instructor in the area of the student's major.

(13) The student housing is adequate, and a new cafeteria is presently being constructed.

(14) The student government seems to be effective."

Areas of concern were:

"(1) At present there is an inadequate long term financial base for the College.

(2) There may be an unrealistic optimism concerning student recruitment when the 1980 drop in 'college age' students occur.

(3) There is need for development of an academic and intellectually stimulating tone at Ohio Valley College which calls itself a 'community of scholars'.

(4) Of the buildings the cafeteria is too small and without windows and the Butler building is inadequate (plans are made to correct these).

(5) Lack of sports facilities.

(6) In financial reporting Ohio Valley College Investment Corporation should be footnoted and the Powell Apartments should be included and explained in notes to statements.

(7) The current unrestricted fund is in deficit of $83,000 on 5/77, although this does not appear to be serious. $50,000 is due to the plant fund. The donor has verbally stated the amount could be used for operations, but preferred it as first payment on the new gym.

(8) Health service facility is minimal and is effective now only because the enrollment is small.

(9) Faculty offices are a distance from the instructional areas.

(10) There is no plan or budget for staff development.

(11) Because there have been minimal efforts in staff development activities and little opportunity for travel, the faculty are fairly limited in their approaches to instruction and their attitudes toward seeking new ideas.

(12) Library holdings and space need expansion.

(13) A bookstore for textbooks is adequate, but there are no paperbacks nor magazines available for purchase by the students.

(14) The Student Center affords only minimal opportunities for leisure activities.

(15) Need for continued attention to recruitment.

While attempting to capitalize on the strengths that were noted, the administration, faculty, and staff have also emphasized the need for improving those areas in which concern was expressed.

(1) The financial base has been extended by several successful campaigns for operating funds and by the addition of a $1,000,000 unitrust and a $500,000 unrestricted gift to endowment funds.

(2) Student recruitment has been strengthened by the addition of one full-time and one part-time person to the admissions staff, making a total of over four persons working in recruitment.

(3) A new cafeteria, a new student center, and a new women's dormitory have been constructed, releasing space for more classrooms, offices, and storage space in the facilities that formerly housed these functions.

(4) A careful check has been made on accounting procedures, and the recommendations of the auditors are being followed, although these do not fully agree with the recommendations of the 1978 visiting team.

(5) Staff development is a part of our planning and budgeting operation, and a policy has been developed for faculty leave of absence with financial support (one-half salary) for further training. Four faculty members have taken advantage of the supported leave to get additional training thus far. Funds have been budgeted for faculty travel for conferences and for professional organization memberships.

(6) The library has been the focus of continued effort both to upgrade the existing collection and to add those new materials that were felt useful. A full-time qualified librarian and reputable consultants have worked with the faculty to locate and strengthen weak areas, and various new media forms have been added.

(7) A nurse's station has been provided in the new student center, and a nurse is on duty there four days a week part-time, and is on call at all times.

(8) The director of student affairs has been made directly accountable to the president, has been given a full-time secretary, and has been relieved of most responsibilities in teaching.

(9) A registrar change has been instituted and secretarial time in that office is being increased until the office has a full-time assistant.

Self Study, 1982. This Self Study might have come at the end of 1982 or early in 1983, except that a substantive change had been made in the College's program by the addition of four-year Bible degrees.

In the fall of 1972 a third year of Bible was introduced as a result of pressure from area ministers and other leaders, but student demand was inadequate to justify continuing the program, so it was discontinued after two years. During the later 1970's, however, an increasing number of students came back for a third year, even after they graduated, and took additional Bible courses. This, coupled with demand from the freshmen and sophomore students and from alumni who had completed only two years, caused the faculty

and administration to reopen the investigation of the need for a third and fourth year of Bible.

When it was found that a sufficient demand existed to justify adding a third and fourth year, a special committee of the faculty was appointed to work out the details of a program and to recruit enough students to assure its success. Additional faculty and resources were committed to the task, and a third year was taught in 1981-82.

The Director of the Commission on Institutions of Higher Education, Dr. Thurston Manning, felt that the four-year Bible program was sufficiently in line with the objectives of Ohio Valley College to be viable, and agreed that we could start the program. However, he also asked that the date for the next evaluation be moved up by six months so that the evaluation would have been completed before the first graduates from the new program were granted degrees. The present Self Study is the result of this action.

Chapter 2

THE EDUCATIONAL TASK OF OHIO VALLEY COLLEGE

The educational task of Ohio Valley College is herein defined by its original and current purposes; by a formal statement of objectives and their implementation; by a summary of the objectives as related to instruction, environment, and service; by the relationship of the objectives to internal decision-making; and by an assessment of commitment to these objectives by the Board, administration, faculty, staff, and clientele.

I. ORIGINAL AND CURRENT PURPOSES

The Charter of Ohio Valley College states that its original purpose was "for the advancement of education in which the arts, sciences, languages, and Bible shall always be taught" (Article II, Section One). The founders thus envisioned a liberal arts college with a spiritual emphasis that is further defined in the same charter article as the faith set forth in the New Testament.

The objectives of the current program operation remain the same as those of the original charter and call for a liberal arts curriculum in a Christian context. Considerable study of curriculum trends and clientele needs has led the faculty to conclude that when occupation/career-oriented programs are developed, they should not so predominate that they force liberal arts into second place. The unique spiritual emphasis is also a current goal. This is the official position of the Board of Trustees which, in its annual meeting in August, 1975, voted unanimously to reaffirm the position "that Ohio Valley College is a fundamental, orthodox, conservative, liberal arts, Christian junior college dedicated to teaching the Bible as the all-sufficient, all-inspired Word of God." In its March 14, 1981 meeting, the Board added to its junior college commitment an endorsement of a four-year program in Bible to help students develop their capacity for ministry.

II. FORMAL STATEMENT OF OBJECTIVES

Three Assumptions

The program of Ohio Valley College rests upon the following basic assumptions:

(1) That God as revealed in the Bible is the creator, sustainer, and judge of the universe.

(2) That man by nature possesses a drive for development requiring a suitable environment for maximization.

(3) That a liberal arts college is a "community of scholars" organized and equipped to serve the educational needs of its students, faculty, community, and constituency.

Five Objectives and Their Measurement

The education objectives of the institution arise from the preceding basic assumptions. Ohio Valley College purposes to provide an educational environment conducive to the development of the following attributes:

1. To develop an appreciation for God and his creation; to develop a personal philosophy of life as characterized by the teachings of the Bible; and to develop strength of character necessary to living courageously as dictated by that philosophy.

a. By this we mean that the student should understand and apply Biblical principles in his life.

b. We plan to measure the accomplishment of this objective by: (1) Pre- and post-testing of students' Bible knowledge, using equivalent forms of the Standardized Bible Content Test of the Accrediting Association of Bible College. (2) Observations of students' participation in spiritual and devotional activities on and off campus. (3) Alumni surveys to determine the extent of participation in and support of their local churches.

2. To develop the desire and ability to pursue the outreaches of man's wisdom.

a. By this we mean that the student shall further his educational and intellectual pursuits here and after he leaves.

b. We plan to measure the accomplishment of this objective by: (1) Comparison of each student's ACT scores with grades made in course work, and with appropriate standardized, comprehensive tests when such tests become available and practical. (2) Noting the student's participation in course studies and such activities as lectureships, workshops, and literary and forensic efforts while enrolled here. (3) Checking the student's usage of library materials. (4) Follow-up studies on alumni to determine enrollment and progress at senior colleges and graduate schools, participation in professional organizations and honor societies, and professional and publishing accomplishments.

3. To develop the ability to initiate, guide, and consummate an individualized course of action.

a. By this we mean that a student will plan, undertake, and complete a program or course of study designed to achieve his individual objectives in attending OVC.

b. We plan to measure the accomplishment of this objective by: (1) Carefully noting the number and percentage of students who complete their degree programs and graduate. (2) Ascertaining the reasons for some students not graduating and determining whether they nevertheless fulfilled their objectives in enrolling here.

4. To develop an understanding of, an appreciation for, and a willingness to invest oneself in others.

a. By this we mean that the student will participate in activities in the service of his fellow man.

b. We plan to measure the accomplishment of this objective by: (1) Observing the number of students who become involved in volunteer services on campus, in the community,

and in local congregations of the church. (2) Alumni surveys to ascertain the number of students who continue such services after leaving our campus.

5. To develop skills in the maintenance of optimum physical condition.

a. By this we mean that the student will learn those activities and habits that will enable him to stay physically healthy under the stress of modern life.

b. We plan to measure the accomplishment of this objective by: (1) Health examinations. (2) Tests over course work and observation of activities in physical education courses. (3) Achievement in a competitive intramural sports program supervised by faculty. (4) Observing the success in an ongoing and expanding intercollegiate athletics program.

III. IMPLEMENTATION OF OBJECTIVES

Administrative Pattern

An administrative pattern is fixed for the efficient operation of the institution by appropriate division of responsibility.

(1) The Board of Trustees is responsible for making general policies.

(2) The President is responsible for the coordination and execution of general policies and for administration of personnel, communications, development, finances, and Board relations.

(3) The Vice President for Academic Affairs is responsible for the operation of the academic program.

(4) The Vice President for Institutional Advancement is responsible for financial and physical planning, fund raising, public relations, student recruitment, and for relations with external organizations such as Stepping Stones that promote the College's objectives.

(5) The Vice President for Finance is responsible for fiscal management and administration of maintenance and auxiliary enterprises.

(6) The Director of Student Affairs is responsible for the operation of student personnel services.

(7) Appropriate committees are maintained for policy development and recommendation and for administering details in each area of institutional activity.

(8) All Board members, administrators, and faculty members have demonstrated their agreement with and promotion of the objectives of the College.

(9) Appropriate handbooks are cooperatively written to give direction to students, faculty, staff, and administrators in doing their work.

(10) Time is set aside by the administration each semester for reviewing with the staff, faculty, and students the objectives of the College and the basic assumptions upon which those objectives are built.

(11) The Board, administration, faculty, staff, and student body work cooperatively for further academic advancement and to maintain accreditation.

(12) The College cooperates with community, business, and civic organizations in mutually exchanging services, benefits, and resources.

Faculty

The faculty is composed of persons who promote the objectives of the institution.

(1) Teachers have academic qualifications and experience emphasizing teaching methodology in addition to subject matter preparation.

(2) Teachers have demonstrated their ability to live, lead, and serve according to the highest moral, ethical, and religious standards.

(3) Teachers are active learners of subject matter and teaching effectiveness.

(4) Teachers are effective academic, vocational, and personal counselors.

Student Body

The student body is composed of young men and women who can gain most from attending Ohio Valley College.

(1) Students are admitted who have the ability to successfully complete course requirements or who can benefit from the academic program and environment.

(2) Students are admitted who maintain high personal and moral standards.

(3) Students are admitted who willingly cooperate in the development and promotion of the objectives of the College.

Curriculum

An organized curriculum of liberal arts and sciences is offered.

(1) General education core requirements are designed to develop broad understanding among all students in the areas of communications, fine arts, mathematics and natural sciences, social sciences, Bible and religion, and physical education.

(2) A selection of elective courses is designed to fulfill general individual needs and to point toward occupational selection.

(3) A variety of upper level courses in Bible, communications, and psychology is designed to provide the training required to promote the ministry.

Extra-Curricular Activities

A program of out-of-class activities is maintained to fulfill individual and group cultural and social needs of students, constituents, and the community. This program includes:

(1) Student counseling services.

(2) Dormitories and eating facilities.

(3) Concerts and other forms of entertainment.

(4) Lectureships and guest speakers.

(5) Band and choral activities involving public performances.

(6) Intramural and intercollegiate athletics.

(7) Daily chapel and assembly.

(8) Social clubs.

(9) Students' publications.

(10) Recreational facilities and equipment.

(11) School-sponsored banquets and parties.

(12) Service and special-interest groups.

(13) Student government association.

(14) Student center and bookstore.

(15) Faculty firesides and other organized social activities.

Physical Facilities

Physical facilities and resources are maintained to support and foster creative and permanent learning:

(1) Classrooms
(2) Laboratories
(3) Library
(4) Learning resources
(5) Auditoriums
(6) Physical development facilities
(7) Administrative and faculty offices
(8) Residence halls
(9) Cafeteria and student center

IV. SUMMARY AND SCOPE OF OBJECTIVES

The objectives of Ohio Valley College can be summarized as related to three basic areas: instruction, environment, and service.

Instruction in Transfer and Career Programs

The instructional goal of Ohio Valley College is to provide a two-year program which will: (1) transfer easily to senior colleges; (2) furnish a solid foundation upon which to build later work; (3) aid career students in gaining specific vocational preparation (secretarial, ministerial, and nursing); (4) supply a general education core that will be useful in any field of endeavor.

The liberal arts emphasis includes cognitive and motor skills--understandings, appreciations, and physical and intellectual skills--designed to be useful in all walks of life.

An additional instructional goal is to provide a four-year program in Bible and religion to prepare students for the ministry and/or for graduate work in various phases of ministry/theology.

Campus Environment to Promote Values and Attitudes

Having the proper campus environment to achieve the affective goal of Christian values and attitudes is a point of major emphasis at Ohio Valley College. Bible classes, chapel services, lectureship programs, spiritual counseling seminars, and devotionals are all provided for the students and members of the community. The purpose of each of these activities is to provide a greater spiritual emphasis among students, faculty, staff, community, and constituents. The college aims to maintain a Christian environment by encouraging the highest Christian ideals and conduct on the part of faculty, staff, and students.

Service to Clientele

Ohio Valley College offers to the community and its constituency a number of services which provide opportunity for growth to students and non-students alike. The Powell Apartments, facilities providing housing to low-income families, are supervised by College personnel. Students of the College also offer their services to the community: ministerial students conduct services in congregations throughout the area and both young men and women serve as aides in schools for the retarded and underprivileged in Parkersburg. The Ohio Valley College Speech Clinic provides speech therapy services for students and the community.

The religiously oriented annual spring lectureship, spring youth forum, and spring and fall seminars provide on-campus lectures and workshops for community, students and constituents in the broader area. Faculty members travel throughout the area to conduct teacher training workshops at interested congregations. Cultural opportunities made available by the College include concerts, recitals, dramatic productions, musicals, and art exhibits by guest artists as well as by students. A measure of the accomplishment of the service objective is the increasing number of people attracted to these events and the growing demand from the constituency for such services.

V. OBJECTIVES AND INTERNAL DECISION MAKING

If objectives are to be meaningful, they will have an important bearing on decision making at all levels within the institution; otherwise it may be validly questioned whether they are taken seriously. The effect of the instructional, environmental, and service objectives of the College on all phases of the operation will be more evident as these are discussed fully in later chapters. However, a brief sketch of various areas is here given to illustrate the concern felt by all for the fulfillment of objectives.

Organization and Objectives

The organization of Ohio Valley College is set along traditional lines, as may be seen in the Organizational Chart (page 57). Except for the Bible and Religion Department and the Chapel and Lectureship Committees, there is no specific division within the institution created to fulfill the unique goals of the institution. Instead, each segment of the College is concerned with maintaining institutional identity as defined by the stated objectives.

Effect of Institutional Goals on Faculty

Internal decision-making regarding faculty makeup, development, and functioning is influenced very greatly by objectives. The College must recruit faculty members committed to its original and continuing goals, and these objectives play a large part in determining the regular functioning of the faculty in teaching, counseling, and committee work. Out-of-class events involve faculty in various spiritual life and physical fitness activities.

Because of the emphasis on teaching and personal counseling, faculty development is concerned with expertise in both areas. Faculty workshops as well as part of the regular faculty meeting program are aimed at improving the effectiveness of teaching by the faculty and of counseling by both faculty and staff.

Admission and Retention Policies

Admission and retention have been and continue to be important in achieving the goals of Ohio Valley College, and this fact gives direction to recruiting policies. Although students of all religious faiths are admitted, the main thrust of student recruiting is among the churches of Christ which

constitute the College's basic constituency. The religious and moral emphases denoted by compulsory Bible class and chapel attendance, and by specific rules of dress and conduct, make it probable that most students who apply will be supportive of Christian values. Churches and church-related groups are therefore primary recruiting targets.

The liberal arts emphasis also influences admission and retention policies. Most of the students who apply to Ohio Valley College transfer to other colleges after two years, and they pursue a general education core that will prepare them for such transfer. Others who enroll in pre-nursing and pre-professional programs also transfer after two years. Even some of those who graduate in the secretarial science program will transfer and complete four years of college work.

Admission and retention policies, therefore, limit enrollment to those who are willing to subscribe to high personal and moral standards and who can reasonably expect to succeed in academic work. Some students with marginal ability are admitted on probation or as special students, and some are permitted to continue on probation as marginal students, provided that they (1) can participate in and benefit from the Christian environment; (2) may reasonably expect to improve their ability to handle academic work; and/or (3) are succeeding in at least some areas of work.

Efforts are made regularly to increase retention, and the Retention Committee studies and recommends ways to help students who might otherwise drop out. Some courses are designed to remedy inadequate backgrounds and lack of motivation. Attention is given to proper counseling of students in pursuing their academic, personal, and career goals. Nevertheless, a few students are found to have needs which the College cannot fulfill, and they are advised and sometimes required to leave and pursue their goals in more realistic settings until they are able to profit from a return to studies at Ohio Valley College.

Curriculum and Other Educational Experiences

Curriculum is dictated by both the liberal arts and Biblical emphases, and is also determined by those career or vocational programs that are either terminal or transfer oriented. Because one objective is to develop spiritual values, Bible courses are a part of every program. Also because of this goal, the third and fourth years of Bible training have been adopted. And because of the College's commitment to liberal arts values, some general education courses are included in every program.

Extra-curricular educational experiences are also largely shaped by objectives of service to God and to others, but include physical and personal development goals as well. The intramural sports activities of the social clubs, the campus and group devotionals, activities of various special interest clubs, lectureships, workshops, and other activities are planned with the objective of education in a Christian environment in mind.

Physical Facilities

Decisions regarding physical facilities are influenced by institutional objectives to provide the physical plant necessary to operate a two-year, residential, liberal arts college with some terminal career programs and with a commitment to Christian values and service.

The major plant areas where decision-making is uniquely affected by College objectives are in dormitory construction, auditoriums, and Bible teaching facilities. Dormitories cannot be coeducational, and supervisory potential must exist.

Auditoriums must be provided for the student body to meet daily in chapel and for other assemblies of constituents at lectureships and workshops. In the area of Bible teaching facilities, it must be noted that no government grant funds may be used in their construction and maintenance, and this is also true regarding auditoriums in which religious services will be held.

Financing

Financial decision-making at Ohio Valley College follows traditional lines and is not as affected by institutional objectives as other areas may be. One exception to this is in sources of financing: the College must look to those persons sympathetic with its objectives for funds. Certain foundations and corporations will not assist church-related colleges, and some will not give to junior colleges. In general, the bulk of funds for the College's operation must come from members of churches of Christ and others with the same values.

VI. COMMITMENT TO THESE OBJECTIVES

This section presents a brief summary of the commitment to objectives of the various groups concerned with the College. In later chapters dealing in more detail with these parties, more particular information will be given.

Board of Trustees

It has already been noted that a formal resolution was passed by the Board of Trustees in August, 1975, reaffirming unanimously their commitment to the liberal arts and religious orientation of the College (p. 11). The Board remains convinced that the stated objectives are valid, and the degree of their commitment to them is evidenced by their expanded financial support and their increasing involvement through various committees concerned with academic affairs as well as with finances and institutional advancement.

Administration, Faculty, and Staff

Having a keen awareness of the meaning of the institutional objectives, the administration, faculty, and staff of Ohio Valley College attempt individually and as a group to make these objectives a vital part of each activity in which they participate. Both faculty committee recommendations and administrative decisions reflect a continuing recognition that the stated goals set a pattern of institutional identity which must be maintained.

Faculty, staff, and administration were reared in different parts of the country and were trained in a number of different schools and programs. While there is this diversity of backgrounds, there is also a surprising similarity of purpose, perhaps due in part to each individual's interest in this type of college. All are working toward accomplishment of the College's goals, with no cliques or schisms apparent to either faculty or administrators.

The faculty has adopted the "NEA Code of Ethics" as its guide to professional conduct, and all are eager to have an aura of brotherhood prevail in pursuing objectives recognized as common to all. When differences of opinion regarding methodology occur, as they frequently do in committees, institutional objectives as related to student needs are the determining factors in decision making.

Clientele: Student Body and Constituency

That students are committed to the objectives of Ohio Valley College and value those goals is evident from a number of factors. First of all, their willingness to attend the College and submit to its spiritual requirements and code of dress and conduct implies that they are interested in academic, moral, and spiritual values.

The decisions made by students and faculty, working together in the Spring of 1977 to draw up a new Student Government Association Constitution and a new format for the operation of the Student Affairs Committee in handling disciplinary matters, show a clear regard for College objectives and a desire to find ways to meet them. Student participation in various service club functions, and in assisting with College functions and recruiting, shows their commitment to institutional objectives. Student agreement with discontinuing the A-B-C grading system in 1975 demonstrated their commitment to academic excellence then, and their sentiment has not changed in that regard.

The constituency of Ohio Valley College also manifests agreement with and commitment to stated objectives in a number of ways: by continuing their financial support; by sending their children to be students; by participating in recruitment, publicity, and fund raising efforts with their time as well as their money; by serving in advisory capacities; and by personally attending and encouraging campus events.

Two special advisory groups assist the President in determining constituency sentiment-the President's Advisory Board (local community) and the President's Ambassadors for Christian Education (ministers in the constituency area). These groups meet periodically and lend their voices and their interpretations of their area's views to the decision-making process, and they are concerned essentially with how to meet the stated objectives rather than with changing or redirecting them.

PART II

ORGANIZATION OF RESOURCES TO ACHIEVE OBJECTIVES

Evaluative Criterion 2: "The institution has effectively organized adequate human, financial and physical resources into educational and other programs to accomplish its purposes."

Chapter 3

STUDENTS AND STUDENT ENVIRONMENT

Ohio Valley College counts its student body as one of its greatest resources. An overview of students and their campus environment includes a profile of students, a review of the spiritual emphasis activities on and off campus, a description of extracurricular activities, and a discussion of campus residential life.

I. PROFILE OF OHIO VALLEY COLLEGE STUDENTS

A profile of the student body may be derived from a consideration of home backgrounds, financial needs, academic characteristics, counseling needs, and size and retention data.

Home Backgrounds

Geographic Distribution. A high percentage of OVC students live within a two-hundred mile radius, and a small proportion live close enough to the campus to commute. Most are from Ohio and West Virginia, with a recognizable percentage coming from Eastern Kentucky and Western Pennsylvania.

A comparison of the average over the last nine years with the year to year percentages indicates these numbers have remained relatively stable. Current recruitment effort is concentrated in these areas with a widening outreach into Maryland and Virginia.

Over the past several years the percentages of students coming from different states have been as follows:

Percentage of Students from Each State Each Year

State	77-78	78-79	79-80	80-81	81-82	Avg. last 9 yrs.
West Virginia	46	44	41	39	39	41
Ohio	35	36	41	47	48	44
Pennsylvania	7	7	6	4	5	5
Kentucky	2	1	1	1	1	2
Other	10	12	11	9	7	8

Home Culture. Culturally, Ohio Valley College students have come from a variety of backgrounds. The following chart, taken from the ACT 'Class Profile Report Service' for enrolled freshmen, indicates the percentage of students according to home community sizes as follows:

Ropulation	78-79	79-80	80-81	81-82
Farm or Country	26	22	22	15
Less than 500	2	4	7	5
501-1,999	6	10	7	14
2,000-9,999	16	13	18	15
10,000-49,999	22	23	16	25
50,000-249,999	3	7	8	7
250,000-499,999	0	0	0	0
500,000-999,999	1	1	0	0
Over a million	1	1	0	0
Not listed	23	20	24	20

Generally, the largest percentages of Ohio Valley College students come from farm/country or from towns of population 10,000 to 50,000. The previous self-study of 1977 noted the same conditions. Approximately 70% of Ohio Valley College students come from population areas of less than 50,000.

This may suggest some cultural deprivation when the student body is considered as a whole. A high percentage of students whose family income is lower than average may point in the same direction. As is typical in Appalachia, OVC students are from rural and small town areas, and may be expected to reflect rural and small town values.

Religious Preference. Because of the religious emphasis at Ohio Valley College, and because student recruitment efforts depend heavily upon a "church" constituency, a high percentage of students are from backgrounds in churches of Christ. Fall and Spring percentages of students who were members of churches of Christ at the time of registration for the past five years are as follows:

F-77 - 89%	S-80 - 91%
S-78 - 92%	F-80 - 88%
F-78 - 90%	S-81 - 92%
S-79 - 94%	F-81 - 92%
F-79 - 92%	S-82 - 95%
Average last 9 yrs. - 90%	

From one to three percent each year express no church preference, and the remainder are from conservative church backgrounds, as would be

expected from the fact that they chose Ohio Valley College. It is expected that the proportion of members of the church of Christ will remain at this same high figure, which is in line with the College's philosophy of training for Christian service rather than being an evangelistic instrument of the church. Also it is believed that a high percentage of Christian students is essential to maintaining the spiritual emphasis for which the College exists.

Resident and Commuters. The percentages of students at Ohio Valley College who have commuted and of those who have lived on campus over the past five years are as follows:

Year	Commuters	Residents
77-78	14%	86%
78-79	13%	87%
79-80	8%	92%

Since student recruitment is extended well beyond the immediate area and since Ohio Valley College places a strong emphasis on the total student environment, it is expected that the proportion of students who commute will, if anything, decrease. This has implications for dormitory construction, which will be considered later.

Financial Needs

Since in 1981-82 some 42% of the families of Ohio Valley College students had incomes of less than $20,000, most students at OVC need assistance from student financial aid sources. In the past four years an average of 70% of the enrolled freshman indicated they expected to apply for financial aid and 43% expected to work to offset college costs.

Ohio Valley College participates in all of the federally funded student financial aid programs and in the West Virginia Higher Education Grant Program. In addition, the College has an institutionally funded scholarship program. The chart below includes some summary data of financial aid distribution for the last five years.

	77-78	78-79	79-80	80-81	81-82
Percent receiving aid	82%	90%	92%	94%	92%
Percent receiving $1,000 or more	61%	74%	77%	84%	88%
OVC Scholarship Funds	$37,636	$42,746	$46,169	$49,933	$51,887
Proportion of Athletic to total scholarships	26%	30%	22%	19%	19%

The percentage of athletic scholarships to all institutional scholarships is listed above because that was a particular area of concern on the part of a North Central visiting team at a previous institutional evaluation of Ohio Valley College. Moreover, the College is doubling its funding for institutional scholarships other than athletic scholarships. This will even further reduce the proportion of athletic scholarships to total scholarships.

Since most financial aid is based on need, the high proportion of students receiving aid indicates that the family incomes of Ohio Valley College students are below the national average. A more detailed analysis of the institution's student financial aid programs are included in Chapter 6 under "Financial Resources," on page 86.

Academic Characteristics

Career Aspirations. It would be expected that a high percentage of Ohio Valley College students would have career aspirations in areas where a degree in a liberal arts area would be beneficial. The source for the table below is the ACT Class Profile Report; in some instances categories in the report are combined into more general areas here.

Percentages of Students Planning Given Careers

	78-79	79-80	80-81	81-82
Natural Sciences & Health	21	20	11	11
Business and Commerce	24	27	27	28
Education	21	21	17	20
Social Science	13	13	6	6
Other	16	14	30	28
Undecided	5	5	9	7

Higher Education Plans. Alumni data cited in Chapter 7 show that 77 percent of OVC alumni went on to receive additional higher education; this figure was 78 percent in the 1977 survey. What was true of alumni is true of current students also; most of them plan to continue their education beyond the associate degree program. Summarized in the following chart are the higher education plans of entering students for the four years previous to this one. The source is the ACT Class Profile Report.

Higher Education Plans as Reported to ACT

	78-79	79-80	80-81	81-82
Less than 2 years	2	0	0	1
Associate Degree	27	29	34	28
Bachelor's or Equiv.	48	49	41	44
Grad. School 1-2 Yrs.	13	10	9	14
Doctorate	9	8	14	11
Other	1	5	3	3

The 71 percent who plan more than an associate degree represent about the same proportion as the 77 percent of alumni who went on to more higher education. This suggests that the College's objective of emphasizing a liberal arts transfer program is correct for the students who chose OVC.

ACT and GPA. The typical freshman enrolled at Ohio Valley College during the last four years had an ACT composite of 16.8 and a high school average of 2.8 compared to a national average of 18.7 and 3.0 respectively. The student expected a first year college GPA of 2.9 compared to an actual of 2.4. More detailed information

concerning grades and ACT scores will be found in Chapter 8.

Size of Student Body

The fall, 1981 enrollment was 262 full-time students--157 freshmen, 90 sophomores and 15 in the bachelor's degree program in Bible. Including an additional 15 part-time students and one auditor brought the total head count to 278. This represents a 7% increase over the total enrollment for the fall of 1980.

Of the full-time enrollment for fall, 1981, approximately 75% were in the Associate in Arts program, 8% were in Associate in Science programs, 11% were in the Associate in Secretarial Science program, and 6% were in the Bachelor's degree programs.

More detailed information regarding enrollment for the past five years will be found in Chapter 8.

Factors in Choosing OVC

The admissions office of Ohio Valley College has conducted a "new student survey" for the purpose of collecting certain demographic data and to assist the staff in the evaluation of various student recruiting activities. The survey also sought to identify the factors which influenced students in their choice of Ohio Valley College.

A questionnaire was administered to 259 entering new students over a two-year period (1980-81). The respondents were asked to judge the positive or negative influence of a variety of factors. These included characteristics of the College such as size or reputation, financial factors such as costs or aid availability, and personal influences, including friends, family, and the church.

The students surveyed indicated seven characteristics of the College as positive factors in their choosing to attend Ohio Valley College. These characteristics, listed in order of importance, are:

(1) Christian atmosphere
(2) High moral standards
(3) Small size
(4) Academic standards
(5) Student/teacher ratio
(6) Social life
(7) Transferrability of credit

Although the students did not indicate any negative influencing characteristics, the results do indicate some concern for campus facilities and rules and regulations.

The high percentage of OVC students receiving financial assistance was reflected on the survey. The majority of respondents indicated that the amount of grant, loan, or scholarship monies they were awarded influenced their college choice decision. Also, a key factor was the offer of a work-study job from the College.

Finally, it is apparent that students choose to attend Ohio Valley College because of the influence of family, close friends, and the church. OVC students have been encouraged to consider Christian education in general, and OVC specifically.

Retention and Counseling

Retention. A Retention Committee was formed in 1981 to

study the problem of retention at OVC and make recommendations on how to increase retention. The committee changed the way of determining the retention rate to one of following each student through, thus getting an exact figure on retention. They then reported the following rates from fall to fall:

Fall 1977 to Fall 1978--66%
Fall 1978 to Fall 1979--68%
Fall 1979 to Fall 1980--60%
Fall 1980 to Fall 1981--64%

The average of these figures is 64.5% higher than the 63% average for private junior colleges, but lower than our past and projected rates.

The Retention Committee found that the following negative factors influenced retention at OVC, in order of importance:

(1) Inadequate counseling support services
(2) Restrictive rules
(3) Inadequate curricular offerings
(4) Academic failure
(5) Prohibitive cost
(6) Inadequate extra-curricular program

The committee accordingly made recommendations for changes that would ameliorate these negative factors as much as possible. Some of their recommendations have already been put into effect. Computer science has received greater emphasis; curfew has been extended and some other rules have been changed; a tutorial program was expanded by the use of work-study students; workshops were held on academic advising; and a counseling center was planned.

Counseling. The ability of many students, especially marginal ones, to survive depends in considerable measure on counseling, both personal and academic. As already noted, each student has a faculty advisor who serves as his academic and personal counselor, and other personnel serve as special needs advisors. Beginning in 1982-83, a new Counseling Center will be located in Heather Hall, a men's dormitory.

For the first year, counseling services will be available in the areas of personal problems and career development. It is hoped as the center develops that services will be available in the area of academic diagnostic skills.

A staff of four to six is contemplated initially, with four or five part-time counselors and one or two clerical aides being available. The center will be headed by Marvin Daniel of the Psychology Department.

In addition to these counseling services, the services of the Western District Guidance Clinic are available when special psychological counseling is needed.

II. SPIRITUAL EMPHASIS OF CAMPUS CLIMATE

A conscious attempt is made to create a positive spiritual atmosphere on campus by planning numerous campus devotionals and spiritual convocations, and by encouraging work in local churches and in special summer campaigns.

Campus Devotional Life

Daily Chapel. Students and

staff join together daily in a few moments of devotion to God as the focal point of the day's activities. This helps create unity among the faculty and student body and is spiritually uplifting. Student involvement in these sessions contributes to a more meaningful experience. A chapel committee composed of students, faculty, and administrators plans chapel programs.

Religious Life Committee. Each year the Student Government Association forms a Religious Life Committee which oversees the planning of campus devotions and other activities which add to the spiritual quality of campus life. This committee is chaired by a member of the Student Government Association and includes in its membership the presidents of the Timothy Club and the Mission Study Club.

Campus and Dormitory Devotions. The Tuesday night "All Campus Devotional" is an avenue for producing greater closeness among members of the student body, for deepening one's spiritual commitment, and for developing a greater awareness of others' needs.

The devotion concept is further given emphasis in each of the men's and women's dormitories. An all-dorm devotional is held each week within each dormitory, and a number of suites have devotions each evening. Members of the residence hall staff meet periodically to share ideas and to discuss ways in which dorm devotionals can be improved. Devotionals contribute to closer knit relationships among students and temper overall behavior, adding to the quality of life.

Bible Classes. In addition, each full-time student is required to take a general Bible survey course each semester while enrolled at Ohio Valley College. These courses are designed to provide an understanding of and appreciation for God's word.

Spiritual Convocations

Annual Bible Lectureship. Each year during the first full week of April, the College sponsors a Bible Lectureship on the campus. The purpose of this lectureship is to serve the students and the church constituency of the College. Men are chosen to speak on subjects which are not usually covered in the scheduled classwork. Thus, the students are given opportunity to benefit from the wisdom and experience of outstanding men from across the nation, and the school provides occasion for all of its constituency to share the experience. Average registered attendance at these lectureships is approximately 600.

Spiritual Counseling Seminars. For three weeks each school year, men of experience and unusual ability are brought on campus to speak to the students in chapel and to make themselves available to counsel students. Those students who have problems which they do not desire to discuss with faculty or administrative personnel may consult these men.

Campus Spiritual Emphasis Clubs

Timothy Club. The Timothy Club, composed of young men who plan to make preaching a full-time or part-time

occupation, meets each week and is involved in several activities. Its members conduct worship periods at several area congregations on a regular basis. They hold one to three evangelistic meetings each year for area churches. Many of its members preach regularly for churches within a 75-mile radius of Parkersburg.

Missions Study Club. The Missions Study Club conducts a Bible class each Saturday for young neighborhood children at a nearby church. Members also help conduct mission and evangelistic campaigns at churches in the U.S. and abroad as summer service projects. They meet each week to have devotions and to plan their work, and they frequently have missionaries as guest speakers at their meetings. Along with Timothy Club representatives, some of them help to plan campus-wide devotionals.

Opportunities in Local Churches

Worship. Ohio Valley College students are welcomed by local churches and are strongly encouraged by college personnel to assume active roles in those churches. Many students return home over the weekends and fill places in the worship of their home churches; those who remain take part in the worship of churches within commuting distance of campus, sometimes in leading singing or prayer, or in other leading capacities.

Participation in Work Programs. Other students are enlisted by local congregations in their work programs in various ways. These activities include personal evangelism, teaching Bible classes, visiting hospitals and nursing homes, and assisting in other ways in the area churches.

Practicum Experiences. Part of the baccalaureate Bible program experience is a required practicum. This is a supervised apprenticeship experience in which a preacher student works under the direction of a local church, assisting the minister, who, along with his faculty advisor, directs the student's experiences with the local church.

Summer Campaigns

Sometimes as part of the Missions Club and/or Timothy Club work, and sometimes as part of various congregational activities known to students, summer campaigns for Christ are conducted. Both students and faculty members, as well as members of local congregations with which students work while at Ohio Valley College, are given opportunity to take active part in these campaigns. This work develops students spiritually and also socially.

Summary

In conclusion, perhaps the best way to assess the effectiveness of the College's spiritual emphasis is by looking at its graduates. It has been noted in the Alumni Survey that 7% of all alumni (16% of the male alumni) reported that they were full time ministers, which is the third largest occupation among all alumni. A total of 90% of alumni preferred the church of Christ, and 82% attend three services each week.

III. EXTRA-CURRICULAR ACTIVITIES

Extra-curricular activities at Ohio Valley College are made available through the Student Government Association, social clubs, special interest clubs, intramural and inter-collegiate athletics, convocations, and off-campus activities of varied kinds. These are all designed to provide students opportunities to grow socially, morally, and spiritually, as well as physically and intellectually.

Student Government Association

The Student Government Association is designed to represent the students to the faculty and administration, to represent the faculty and administration to the students, and to help the College reach its goals and objectives by making such recommendations and taking such actions as will serve the best interests of all.

The SGA consists of its own president, vice-president, secretary, and treasurer, and of the president, vice-president, secretary, and treasurer of each class. It also includes these committees formed at the beginning of each school year: Publicity, Religious Life, Social, Student Thought, Election, and Inter-Club. Committee chairmen report to the SGA at its regular weekly meeting.

Campus Social Clubs

There are four men's and four women's social clubs organized to provide a variety of meaningful social relationships among students.

Structure. The men's and women's clubs are brother-sister clubs (Delta Men and Delta Women, Theta Men and Theta Women, Kappa Men and Kappa Women, and Sigma Men and Sigma Women).

Membership is so controlled that no club has more than six more members than another. Membership in men's clubs ranged from 23 to 38 and in women's from 25 to 31 in 1981-82.

Function. Each social club has a written constitution which outlines its aims and purposes as well as specific operational procedures. Within this framework members are provided with opportunity to participate in a variety of spiritual, social, physical, and academic activities.

Within the intramural program is a central focus of activities involving the social clubs. The clubs compete in flag football, Bible quiz, three-man basketball, softball, cross country, volleyball, bowling, basketball, table tennis, golf, eightball and fooseball. During the spring they also compete for an academic award in grades, and for awards in "Expressions" (an all-campus dramatic production) and in a speech-arts tournament.

Special Interest Clubs

A number of special interest clubs exist to provide additional opportunities for students. Among these are Missions, Timothy, Dactylology, W Club, Circle K, and Portmanteau Players.

The Missions and Timothy Clubs have already been discussed. The Dactylology Club has as its purpose to make each of its members knowledgeable of the American Sign

Language and to equip them to communicate with the deaf.

The W Club provides an avenue through which young women of Ohio Valley College can grow in spirituality and knowledge of the Bible to better fulfill their roles as individual Christians and as future wives of church leaders. The Circle K Club provides service to the campus and the community. The Portmanteau Players is an organization composed of students interested in drama. Opportunities are provided each member for appearances in dramas as well as practical experiences in staging and set designing.

Social Life

Additional social opportunities are available to students. Faculty/Staff Firesides provide students with an invitation to fellowship with other students in the homes of faculty and staff. The fall program is scheduled on two consecutive evenings at the outset of the semester. During the spring semester, the firesides are staggered throughout the semester. This past year saw approximately fifty per cent of students take advantage of this experience.

As students come to choose a local congregation as their home congregation away from home, they also are presented with a number of fellowship opportunities within that setting.

As would be expected, informal social interaction is an ongoing process on campus as students and staff interact daily in a variety of settings such as the student center, cafeteria, College housing facilities, chapel hall, library, and, of course, the classroom. The close "OVC Family" relationship on campus gives a unique opportunity for growth in social graces and leadership in social relationships.

IV. CAMPUS RESIDENTIAL LIFE

Dormitory Life

Residence hall living is an important segment of student life at Ohio Valley College, and offers students an opportunity for meaningful social and religious experiences. It gives students an opportunity to learn to live and cooperate with each other for the improvement of the group.

There are three men's residence halls and one women's residence hall, each with one adult resident supervisor and student resident assistants. Each of the men's dormitories has one student resident assistant and a maximum capacity of forty-two residents. The new women's dormitory has a student resident staff of five, with one designated as the Head Resident Assistant. The maximum capacity for this facility is 148 or 222, depending upon whether two or three women are assigned to a room. In the fall of 1981, 232 resident students registered, so there is room for growth in present facilities.

A new men's dormitory is planned within the next ten year period to house all of our male residents. Upon completion of this facility, male adult supervisors will be reduced to one. However, the student

residence hall staff will be increased from three to five with the same organizational structure as exists in the women's dormitory.

The major goals of our Residence Hall Program are:

(1) To provide a positive and mature environment within the residence hall.

(2) To provide assistance to student residents in helping them to maximize their personal growth.

(3) To provide the residence hall staff with ongoing opportunities for self improvement which will enhance individual abilities and skills.

(4) To promote a respect for an adherance to college and dormitory rules and regulations.

(5) To create an informed constituency with respect to administrative procedures and detail as they relate to the daily operation of the residence hall.

Provisions have been made for the accomplishment of each of these goals, and also for an ongoing program of evaluation to determine the progress of such accomplishment.

Health Services Program

At the present time the health services staff consists of one part-time nurse and one doctor. The nurse is scheduled on campus for three hours each day on Monday, Tuesday, Wednesday, and Friday. However, she remains on call at other hours. One secretary is an LPN, and an RN serves as a dormitory supervisor. This eliminates the nurse's having to return at different times. If a serious injury or other problem arises after the hours of the school nurse, then the student is seen by one of these persons or is taken to the emergency room of one of the local hospitals for immediate attention.

The OVC doctor has his own private practice off campus, and students are referred to him by the nurse. Since the doctor is not a paid staff member of the college, students pay for an office call and for any prescribed medicine.

OVC's Health Care Center is located in the Student Center, and the nurse's hours on the days previously mentioned are from 10:00 a.m. to 1:00 p.m. These hours are ideal, since most students go to the cafeteria and student center sometime during these hours. The Health Care Center is supplied with basic First Aid supplies and a number of non-prescription drugs such as aspirin, etc. The nurse dispenses this type of medicine to the student at no cost.

A discussion of future needs in health services facilities and staff is included in the projections in Chapter 10. Health services were not included in the concerns expressed by alumni in the alumni survey results reported in Chapter 7, and the student body generally is satisfied with present services. It is recognized, however, that as the student body grows the present services must be expanded. The administration continues to have this as one of its concerns, as did the

last North Central evaluating team.

Cafeteria

The Fox Dining Hall was completed in the spring of 1979. Its 8,300 square feet of space contains a complete kitchen with adequate growth potential, a dining room that will seat approximately 300, and a lobby with restrooms for men and women.

Even though the main function of the dining hall is to serve 21 meals per week to our resident students, the folding partitions allow it to be flexible enough to accommodate other groups. It can be subdivided into a quarter section of 28' x 25' that can be used for small groups of up to 50 people. When the dining area is divided in half, the part that is farthest from the kitchen (28' x 51') can accommodate a banquet of 125 easily.

The fact that our resident students can be served in the remaining half of the dining area during a normal meal makes it possible to use the rest of the dining hall for several different meetings and banquets. This is a very tangible way that the College can serve Wood County people while providing OVC with the side benefit of getting more visitors to see the campus.

As student population grows, it will be less possible to have as many outside groups using the dining hall. The students, of course, are the College's main reason for being here, and they come first in facility scheduling.

The food service is provided contractually by Custom Management Corporation. This firm is a large and growing regional company that has successfully prepared meals for OVC students during the past five years. One seldom hears a serious complaint about the food. The food service manager and his staff of five cooks are responsive to the needs and desires of the students while also continuing to serve balanced, nutritional meals.

The Food Service Committee is composed of the Vice President for Finance, two dormitory supervisors, one secretary, four students, and the food service director. It meets periodically as a forum for constructive criticism and suggestions to improve the food service. However, it has been found that most of the students feel free to communicate their desires to the manager directly so that he is able to make corrections even before the committee meets.

Student Center

Below the Fox Dining Hall on the ground floor level is the Stanley Student Union. In its 5,233 square feet, there is a game room, television area, dining area, student mailbox area, snack bar and grill, bookstore, office/nurse's station, and stock rooms. The bright and interesting wall murals add to the decor of some of these areas. The student union is a useful place to which students can come each day to check their mailboxes and relax with their friends. It is heavily used because of its central campus location, nearness to the dining hall, and its many areas of activity.

A student who is interested in getting a coke/hamburger and visiting or playing various games with others can enjoy the facilities. At the same time, a student who wants to quietly think about the day's events can sit on the deck furniture outside and enjoy the beauty of his surroundings.

The Fox Dining Hall and the Stanley Student Union answer fully the concerns expressed by the 1978 North Central evaluating team concerning cafeteria and student center needs.

The bookstore offers textbooks, school supplies, toiletry items, college T-shirts and clothes, cards or gifts for parents or friends, and books to read. Even though it is almost exclusively student-oriented now, a future goal of the College is to have a mail-order segment of the bookstore which will provide a service to the many supporters of the institution. This will also provide a wider selection of books for students.

A concern expressed by the 1978 North Central visiting team was that "there are no paperbacks nor magazines available for purchase by the students." While this is still true at the present time, it is also the case that there are five book stores in the Grand Central Mall area about a mile from campus, plus large stocks of paperbacks and magazines in at least seven other grocery, drug, and department stores in the same vicinity.

Chapter 4

THE INSTRUCTIONAL PROGRAM AND THE FACULTY

An overview of the instructional program in this chapter includes curriculum and departments, degree programs, four year Bible program, curriculum development, and improvement of instruction. The faculty is discussed from the standpoints of credentials, preparation, and backgrounds; faculty-staff development; faculty loads; recruitment, retention, and promotion; salary, rank, and tenure; due process; and faculty morale.

I. THE INSTRUCTIONAL PROGRAM

Curriculum

The curriculum consists of learning experiences which students need in order to develop those attributes set forth in the objectives of Ohio Valley College.

The academic program is divided into seven departments:

(1) Bible and Religion. Courses designed to create and enhance faith in God through a knowledge of His word and to prepare Christian workers to teach others more effectively.

(2) Secretarial Science, Business Administration, and Computer Science. Courses designed to provide basic clerical and secretarial skills, principles of business and accounting, and computer science skills which can be used in personal and vocational development.

(3) Communications. Courses in English, literature, reading, speech, theatre, and modern foreign languages designed to study methods of conveying ideas by oral and written forms.

(4) Fine Arts. Courses in music and art designed to convey to the student the cultural heritage of past and present.

(5) Mathematics and Natural Sciences. Courses organized to educate the student in solving problems through the scientific method and to furnish quantitative skills and a scientific attitude.

(6) Physical Education. Courses designed to promote understandings and skills useful in maintaining optimum physical condition and helpful human relationships.

(7) Social Sciences. Courses in history, psychology, sociology, and economics are concerned with man in his relationships with other individuals and groups.

Associate Degree Programs

Associate in Arts. More students earn the Associate in Arts degree than any other. It provides a general liberal arts core of courses that transfer as a package into most baccalaureate teacher education, social work, pre-law, Bible, business administration, communications, fine arts, physical education, and social sciences programs.

Associate in Biblical Science. Students who wish to major in B.S. programs in Bible or Bible related areas often take the Associate in Biblical Science

program. It requires more in Bible and less in liberal arts than the A.A.

Associate in Secretarial Science. The Associate in Secretarial Science program is designed for students who intend to become secretaries. It is our second most popular associate program.

Associate in Science--Pre-Professional. Majors in pre-medical, pre-dental, pre-veterinary, pre-engineering, and in natural science and mathematics usually go the route of the A.S. --Pre-Professional degree. It allows the heavy concentration of mathematics and natural sciences required as a background for upper level work in those majors.

Associate of Science in Pre-Nursing. This degree program is specifically designed to fulfill the first two years of Harding University's graduate nursing program, and it also corresponds to graduate nursing programs at several other colleges.

Four Year Bible Program

Degrees. Two degree programs are offered in Bible, the B.A. and the B.S. They differ in emphasis on liberal arts, Biblical languages, and practical-ministry hours requirements. The B.A. requires 8 hours of Greek, 44 hours in Bible and religion, and the liberal arts requirements of the A.A. degree. The B.S. requires no Biblical languages, 58 hours in Bible and religion, and the liberal arts requirements of the associate in Biblical science degree. Each degree program requires 128 semester hours, 40 of which must be in upper level work. Each requires 18 hours for a minor or an area of minor emphasis. A 2.0 average is required for graduation, both overall and in Bible subjects.

Designing the Programs. The baccalaureate degree programs in Bible were designed by the faculty, aided by a special committee, after the demand for such programs was substantiated.

Experience with a third year curriculum (see page 9) led the faculty and administration to be cautious about planning a four-year program. However, increasing numbers of students were returning for a third year, some even after having graduated. Returning for a third year were four students in 1977-78, three in 1978-79, five in 1979-80, and nine in 1980-81. Many graduates were pressuring us to add third and fourth years. Area preachers who lacked baccalaureate degrees wanted upper level work. Several alumni were serving as full-time ministers after only two years of training at OVC, and they wanted upper level courses to take on a part-time basis. Sophomore Bible majors asked that upper level work be considered.

A faculty committee was formed to review the third year program that had not succeeded earlier and to insure that senior colleges would accept the credit from a third year as upper level work. In most cases, assurance was given that they would do so. At that point the administration proposed an investigation of the demand for both third and

fourth years, and a survey revealed that more sophomores were prepared to enroll in an upper level program than were thought necessary. Eight were believed to be the minimum essential to budgeting for the third year.

The Four-Year Bible Program Committee, consisting of all full-time and some part-time Bible faculty, was appointed. This committee met numerous times (almost weekly) during the fall and winter of 1980-81 to hammer out four-year programs for B.A. and B.S. degrees. Degree requirements of similar senior colleges were investigated in detail. Most of the courses previously included in our third year had been designed to fit into the curricula at sister senior colleges, and other courses were added for upper level work as was deemed fitting for our purposes.

The purpose of the four-year program is to train men and women for full-time ministry. Emphasis is on preparing men for the pulpit, but consideration is given to ensure that the quality of training is adequate to prepare them for graduate work if they so desire.

The Academic Affairs Committee reviewed the recommendations of the Four-Year Bible Program Committee, and in January, 1981 the Faculty Workshop was given over largely to a thorough review of the program and course proposals. The faculty reviewed individual proposals in faculty meetings and monitored progress of both the Four-Year Bible Program Committee and the Academic Affairs Committee.

In the Summer of 1981, a Bible Department chairman was added and the Bible Department Committee took over the work of further developing and fine tuning the four-year program. The program continued to be "de-bugged" throughout the 1981-82 school year, with attention being given to the practicum requirements and to other parts of the program as problems or questions arose. It is expected that adjustments will continue to be made in the program as experience suggests the need for improvements.

Special Emphases. It was evident from the outset that the four-year program would call for special attention to library, faculty recruitment, faculty development and scholarship funds.

Library budgets needed to be strengthened for more books in several areas, particularly in Bible and religion. The following table lists the amounts budgeted for library acquisitions over three years:

Year	Amt. For All Vols.	Amt. For Bible/Rel.
80-81	$ 8,500	$ 400
81-82	19,350	14,000
82-83	14,250	5,000

To help develop the library for the third and fourth years of the new program, the faculty workshop in August, 1981 was directed by Dr. R. L. Roberts, a consultant-librarian from Abilene Christian University who has also specialized in the Bible and religion areas of library holdings.

Faculty recruiting and development were also recognized

as needs if the new program was to be effective. A search was conducted throughout the United States and abroad for the right man to head the Bible department, and a man was secured who had had many years of experience in Christian education; including several years as head of York College's Bible Department. After serving during the 1981-82 year he returned to full-time ministry, and another well qualified man has been secured to replace him.

One of the full-time Bible faculty had been granted a leave of absence with half salary for two years to work on his doctorate at Duke University. An Old Testament and Biblical languages scholar is being added to the faculty in August, 1982 along with the new department head. In addition, several ministers within traveling distance have agreed to teach part-time as the need arises. Outside of the full-time Bible faculty, four members of the faculty and staff also have advanced Bible degrees and teach some Bible courses.

An emphasis on recruiting Bible majors for the program includes a new scholarship plan with added opportunities for Bible scholarships. This plan is in addition to the Bible Scholarship Fund and to the Board of Trustees Scholarship for children of ministers. Details of these scholarships are in the OVC Catalog, page 21.

The baccalaureate program opened in Fall, 1981 with 15 full-time and 6 part-time enrollees. In Fall, 1982, 11 seniors and 10 juniors are expected to be enrolled full-time, and 7 part-time juniors are anticipated.

Curriculum Development

The faculty feels that present course offerings are generally adequate for the student body. A perennial problem is the tendency to proliferate courses and the desire to specialize beyond the limits realistically set by the size and objectives of the College. Pressure to add courses is ever present because of the special interests of students, faculty, administrators, or constituents.

It is recognized that this pressure must be resisted while at the same time surveying the real demand for additional courses and programs in terms of potential student enrollment, and the actual ability of the College to fulfill such demands in terms of staff and facilities.

Academic Affairs Committee. The group charged with responsibility for curriculum development is the Academic Affairs Committee of the faculty. Suggestions, requests, or petitions are presented to the Academic Affairs Committee by students, faculty, or administrators, and that committee schedules a time to hear evidence substantiating the need for a new course, program, or procedure.

Faculty Committee. The Academic Affairs Committee's recommendations are taken to the Faculty Committee, which consists of all full-time faculty members and part-time faculty who work half-time or more for the College. The faculty meets twice monthly and more often when the need requires it, and curriculum and instruction are matters of major concern in those meetings.

Transferability. In curriculum development a conscious effort is made to insure transferability of courses and programs, because so many Ohio Valley College students transfer to senior colleges. Programs are designed to match as nearly as possible those of the colleges to which students most often transfer.

An example is the pre-nursing associate degree program, which is specifically tailored to duplicate the first two years of Harding University's graduate nursing program. Teacher education and business administration programs are also examined regularly to be sure OVC students will be able to transfer into them, since business and teaching are career goals of so many students. To update curriculum in this area, computer science offerings are being expanded; two microcomputers, one minicomputer, and one word processor have been secured in 1982.

The associate degree programs at Ohio Valley College allow students enough choice to plan their courses to fit into most baccalaureate programs into which they intend to transfer. The Academic Affairs Committee tries not to add courses that will be upper level courses in senior colleges, and otherwise tries to keep the OVC curriculum as transferable as possible. Whatever upper level courses are added are connected with the Bible major or minor needs.

Demand. Another concern of the committee in curriculum development is whether demand actually warrants adding a certain course. Informal surveys of prospective students by admissions personnel as well as formal surveys of students and alumni have given more accurate predictions of actual demand for courses and programs than the expressed special interests of practitioners in the field.

For example, when the third year of Bible was urged upon OVC by interested supporters and ministers in 1972, it proved not to be in demand at that time. Surveys of students in 1980 showed that demand had developed by that time for a third and fourth year of Bible, and when the program was instituted in the fall of 1981, over twenty enrolled.

Another example is the pre-nursing program, which was an outgrowth of potential student inquiry and has drawn several students each year. Also, the growth of the secretarial science program in response to student-expressed interest shows the value of the College responding to actual student demand.

Improvement of Instruction

The emphasis at Ohio Valley College is on teaching rather than research and publication, and considerable time is devoted to the improvement of instruction and to advising students in connection with their academic and personal needs.

Faculty Meetings and Workshops. Faculty meetings and workshops frequently deal with counseling and instruction and how to improve them. Use of audiovisual materials, devising tests, preparing instructional objectives, most efficient use of library, syllabus development and advising goals and

methods are examples of workshop and faculty meeting topics. Consultants are brought in for workshops, and faculty attend conferences on learning and on subjects related to their discipline areas at other places. Workshops on teaching methods have been held at West Virginia University twice in recent years, and OVC faculty members have been encouraged to attend them. Five are being sent to WVU's conference on learning during the summer of 1982.

Instructional Equipment and Materials. Audio-visual equipment is available and widely used by the OVC faculty, a tradition started by the College's second dean who was an audio-visual expert and oriented the faculty to the use of various media.

Equipment available for instructional use includes five overhead projectors, three 16mm film projectors, an opaque projector, several filmstrip and slide projectors, a tape-slide synchronized projector, record players, microfilm and microfiche readers, microcomputers, and other equipment. The library has accessioned transparencies, slides, filmstrips, microfilms, microfiche tapes, and records; and much more audio-visual material is available through Region V of the Regional Education Service Agency as well as other loan and rental sources.

Off-Campus Work. In an attempt to improve instruction, several off-campus experiences have been devised. Practicums are available for social work and teacher education majors working under the supervision of trained practitioners. In the baccalaureate degree programs in Bible, a practicum in ministry is required; it is under the supervision of both OVC faculty members and well qualified ministers in the field, and can be done locally, in one's home area, or on foreign mission fields. One course involves a summer of mission work in some foreign mission field.

OVC personnel conduct workshops and seminars off campus in special settings where such are in demand, and sometimes credit is given for these experiences in conjunction with campus class work and/or independent study programs. The potential has been built into the curriculum for seminars in various disciplines as the demand arises and as the potential teaching staff is available.

II. THE FACULTY

The Ohio Valley College faculty numbered 28 teaching and nine of faculty rank not teaching during the 1981-82 school year. The full-time equivalent was 17.0 (full-time teachers plus full-time equivalent of part-time teachers; 15 hours = 1 FTE). There were 15 full-time teachers (with 8 or more hours) and 13 part-time teachers during the school year.

Background and Credentials

The faculty has considable diversity of educational and cultural background. They come from 12 states and have attended 36 colleges and universities. Their highest degrees include two doctorates, 22 master's degrees, two bachelor of sacred theology degrees, one specialist in education degree, and ten bachelor's degrees.

Collectively they represent 361 years of teaching experience, including 169 years teaching experience at Ohio Valley.

Demographic Data. The OVC faculty in 1981-82, including 28 who taught and nine who did not, are natives of 12 states. Over half come from West Virginia and Ohio; fewer than 11 percent come from any other state, and these states are geographically diverse, including the North, South, Midwest, and Southwest, as well as the Ohio Valley. The geographic distribution is as follows:

	Number	% of Total
West Virginia	11	29.7
Ohio	9	24.3
Tennessee	4	10.8
Texas	3	8.1
Alabama	2	5.4
Pennsylvania	2	5.4
Arkansas	1	2.7
Illinois	1	2.7
Indiana	1	2.7
Kentucky	1	2.7
Michigan	1	2.7
Missouri	1	2.7
Total	37	99.9

Rounding of figures in this and other tables in the Self-Study often causes percentages to not add up to exactly 100%.

The demographic data shows that 54 percent of the faculty are from West Virginia and Ohio, with the rest from ten other states; 28 (or 76 percent) are male; 95 percent are married; 43 percent have one or two children; and 65 percent of the spouses work outside the home.

The most common demographic characteristic of the faculty is that most of its members are married.

The demographic data are shown in the profile of the faculty below, showing a distribution by age range, sex, marital status, number of children, and occupation of spouse.

Age Range	No. Male	No. Female	No. Married	No. Single	Number Children 0	1-2	3-4	5-6	Occup. of Spouse H-Wife	Teach	Other
21-30	4	4	7	1	5	1	2	0	0	5	2
31-40	17	3	20	0	3	13	4	0	7	8	5
41-50	2	1	3	0	0	1	1	1	2	1	0
51-60	4	1	4	1	1	1	2	1	1	1	2
61-70	1	0	1	0	0	0	0	1	1	0	0
Total	28	9	35	2	9	16	9	3	11	15	9
Percent	76	24	95	5	24	43	24	8	30	41	24

Degrees and Majors. The following table is a distribution of the faculty according to highest degree held:

Highest Deg.	Number	Percent
Doctorate	2	5
S.T.B.	2	5
Ed. Spec.	1	3
Masters	22	59
Bachelors	10	27
Total	37	99

This may be further broken down into the major areas in which the degrees are held, as in the following table:

Major Area	No. Bach.	No. Mast.	No. Doct.
Bible/Relig.	7	9	0
Secretarial	2	0	0
Bus. Admin.	3	0	0
Eng/Jour/Lit.	4	3	0
Speech/Comm.	5	4	0
Foreign Lang.	3	0	0
Music	2	1	0
Art	1	1	0
Mathematics	1	1	0
Natur. Sci.	4	4	0
Phys. Ed.	2	1	0
History	2	1	0
Psychology	1	1	0
Sociology	3	0	0
Economics	1	1	0
Educ./H.Ed.	3	2	2
Library Sci.	0	1	0
Total	44	30	2

From the above table it is evident that several of the faculty have bachelor's and master's degrees in more than one area. In addition to the degrees listed in the table, there is one bachelor of sacred theology degree, one master of theology degree, and one specialist in education degree in English/journalism.

The major areas listed in the table above correspond to the major areas of the Ohio Valley College curriculum. It seems appropriate that the largest concentration of degrees is in Bible and religion, since this is an area of strong emphasis at the College and since this is the area of our four-year degree programs. Only one area, library science, has only one degree. Five faculty members are currently working on master's degrees and one other lacks only a thesis. Three of the five are the only full-time faculty lacking master's degrees.

At times in the past, OVC teachers have had to teach outside their major areas, but a conscious effort has been made to recruit faculty whose expertise is usable in the disciplines in which they have been trained. During the 1981-82 year, the only courses taught outside the teachers' major areas were physical education activity courses (swimming and tennis).

College backgrounds. Although 14 of the 37 faculty members attended one college for some part of their higher education, a total of 36 colleges are represented in their backgrounds. The colleges they attended and the number attending each college are as follows:

Harding University	14
West Virginia Univ.	9
Harding Grad. Sch. Rel.	7
Ohio Valley College	6
Abilene Chr. Univ.	4
David Lipscomb College	4
Freed Hardeman College	4
Memphis State Univ.	4
Ohio University	4
Marshall University	3
Capital University	2
Fairmont State College	2
Kent State University	2
Morehead State Univ.	2
George Peabody College	2
Univ. of Pittsburgh	2
York College, Neb.	2
Alabama Christian Col.	1
Ala. Chr. Sch. Relig.	1
Bowling Green Univ.	1
Calif. State Col. (PA)	1
Central Mich. Univ.	1
Duke University	1
Florida Keys C.C.	1
Florida State (Tal.)	1
N. Texas State	1
Parkersburg Com. C.	1
Penn. State Univ.	1
Pitt-Xenia Theol. Sem.	1
Troy State Univ.	1
Tulane	1
University of Arkansas	1
Univ. Illinois (C-U)	1
Waynesburg College	1
Youngstown State	1

These colleges are in 14 states, nine of them are related to churches of Christ; three of them are junior colleges and two are graduate schools with no undergraduate offerings. A few others are private or church related, but the majority are state colleges and universities. Percentages of degrees held from each type of college:

Degree	State	Priv.	Ch of C.
Doctor	100	0	0
Masters	59	10	31
Bachelor	32	3	65

The table below shows that almost two-thirds of the masters degrees and all of the doctorates come from state universities, but that nearly two-thirds of the baccalaureate degrees are from colleges related to churches of Christ. Nearly one-third of the masters degrees are from colleges related to churches of Christ, and most of these are in Bible and religion. Only one doctoral program is presently being offered at a college related to churches of Christ, and it is in religion--a doctor of ministry.

Experience and Publication.

The years of teaching experience of the faculty, both overall and at OVC, are detailed in the following table showing the number and percent of the faculty in each range:

Years Exper.	All Teachg. No.	All Teachg. %	T. At OVC No.	T. At OVC %
0--5	15	41	25	68
6-10	8	22	7	19
11-15	6	16	3	8
16-20	4	11	1	3
21-25	2	5	1	3
26-30	1	3	0	-
31-35	0	0	0	0
36-40	1	3	0	0
Totals	37	101	37	101

The faculty's teaching experience totals 361 years in all, and a total of 169 at OVC. The average years of teaching experience for the faculty is 9.8 total and 4.6 at Ohio Valley College. This, along with the average age of OVC faculty members (37.9 years) suggests that the present faculty has

more experience than is sometimes encountered in junior colleges and points to a measure of maturity and stability in the institution.

While publishing is not emphasized at OVC as much as teaching, most of the faculty have published journal articles and two have published several books each, including some textbooks. Three of the faculty are ex-editors of a religious journal, Bible Herald, that has been circulated for 29 years through the Ohio Valley area.

Service to Community and Constituency. OVC faculty are members of Rotary, Kiwanis, Lions, Civitans, and other civic organizations in Parkersburg and Vienna, WV. They all hold membership in local churches of Christ, and they participate in various professional organizations.

Faculty and staff members assist the constituency by holding workshops and seminars in the service area of the College; by conducting revival meetings in area and other churches; by directing campaigns, vacation Bible schools, leadership training classes, and other special efforts in churches and communities where the constituents live. Eight of the faculty serve as part-time or full-time ministers in area churches.

Faculty and Staff Development

Ohio Valley College faculty and staff members are encouraged to improve their abilities by taking additional course work, attending conferences and workshops off campus, participating in orientation, faculty meetings and workshops on campus; and by analyzing and responding to student evaluations of faculty, as well as making self-evaluations each semester.

Supported Leaves. In recognition of the need for ongoing training, the administration recommended and the Board approved a plan for supported leaves of absence for a limited number of faculty. Eligibility requires having worked at the College for three or more years or, for doctoral work, having achieved tenure. One teacher has already taken advantage of the supported leave to attain a masters degree, and three others are now working on advanced degrees under this plan.

Course Work and Conferences. College policy requires all faculty without doctorates to take at least nine additional hours of course work every three years, or to attend conferences equal in hours to nine credit hours of classes. In addition to this, faculty members are encouraged to enroll for one course (tuition-free) each semester at OVC.

Workshops and Faculty Meetings. Opportunities for the improvement of instruction begin with faculty workshops in August and January. During these meetings speakers, consultants, films or other workshop materials are used. A variety of topics is covered related to discussion, lecturing, counseling; preparing tests, objectives, and syllabuses; the use of audio-visual aids; or other phases of instruction.

Faculty meetings are held twice monthly or more often and are designed to include presentation of materials of interest and new ideas for teaching,

advising, discussion of problems pertinent to instructors, and other matters of note. A shelf with a number of readings reserved for faculty is maintained in the library, and timely materials are routed by campus mail to faculty members by the administration, staff, and fellow faculty members.

Evaluation of Instruction. Self-evaluation by individual faculty members is encouraged, and this is compared by the faculty member and the dean with student evaluations of courses. Students are asked just after mid-term to evaluate their instructors on a standard evaluation form developed by the faculty. (See Appendix A.) Tabulated results are made available to instructors, but the individual evaluation forms are not given to instructors. Anonymity is thus preserved, and students are encouraged to take the evaluations seriously. Student, self, and peer evaluations are taken into consideration in promotion and tenure decisions, and the vice president for academic affairs confers with each faculty member regarding his evaluations each semester.

Syllabuses. To assist faculty in self-evaluation and in better preparation and presentation of materials, each faculty member is asked to prepare a course syllabus for each course taught each semester. A standard outline for material to be included in the syllabus is followed. (See Appendix B.)

Faculty loads

Factors involved in work loads of faculty members include credit hours of class load, student credit hours (number of students times number of credit hours), number of advisees, number of committees on which a faculty member serves, number of preparations, familiarity of preparations, and contact hours. The faculty member's experience is coordinated with these factors and special job assignments such as department head duties, coaching responsibilities, directing dramatic productions, and other tasks.

Full-time teaching loads are generally limited to 16 credit hours or less, and laboratory and activity hours are given one-half the weight of lecture hours for load calculation.

The average loads carried during the Fall, 1981 by full-time faculty were as follows:

Credit hours taught:	12.4
Number preparations:	3.9
Student credit hrs.:	240
Number of advisees:	15.4
Number committees:	2.67

Spring, 1982 loads were slightly lower due to reduced size of the student body. Most part-time teachers taught only one class; two taught two classes, one with two preparations and one with one.

Teachers with the largest numbers of preparations taught in the areas of secretarial science, music, and laboratory science courses. In a lab science course the lecture and lab are counted as two preparations, and the same is true of secretarial science courses which have labs. Music, voice, and piano lessons are counted as

separate preparations also.

Committee assignments are heavier for teachers with other-than-class assignments, and some committees are more active than others. An attempt is made to assign a faculty member fewer committees when those committees have heavier responsibilities.

Each full-time faculty member also serves as an academic adviser, and the advising load varies from year to year, depending on the interests of students. An attempt is made to assign students to instructors in their major areas, and undecided students are assigned to advisers with fewer counselees. Those disciplines with the highest counselee loads are usually secretarial science and natural sciences.

A faculty work load committee was appointed in fall, 1981 to study and recommend what a fair work load should be at OVC. Their report on Feb. 1, 1982 included these conclusions and recommendations.

"(1) The Vice-President of Academic Affairs should continue to determine the workload of the faculty members.

"(2) Though it is obvious that no clear-cut formula is possible, a set of guidelines, or determining factors in his decisions, should be a part of the faculty-staff handbook.

"(3) 16 credit hours per semester is a reasonable upper limit at the two-year level.

"(4) The administration should consider compensation, either financially or otherwise, for more than 16 credit hours per semester.

"(5) The precedent set by lessening the Bible Department chairman's load by three hours because of his departmental chairmanship should be continued as other departments are formed.

"(6) The Vice-President of Academic Affairs should:

(a) Discuss carefully with all new faculty members the factors in determining work-load, since this is something apt to be ignored by them. Insofar as it is possible, the Vice-President should acquaint them with all factors that will influence their work load and schedule.

(b) Meet with each faculty member once each year to discuss thoroughly issues of work-load and professional development (publishing, research, further schooling) so that all parties can know what is ahead for the year and what faculty needs are. This measure will encourage and stimulate the faculty as well.

(c) Discuss fully beforehand with any staff member who is asked to teach part-time, his or her current work-load compensation, etc. The administrator involved should be part of this discussion. A careful procedure here will avoid later misunderstanding."

This committee was appointed at the instigation of the vice-president for academic affairs, and the committee's recommendations are being implemented. Most of these recommendations have been informal policy for several years. The committee took into consideration in their study the various elements of work load discussed in this chapter.

One thing not considered in this chapter nor in the report of the work load committee is the extent of informal, unassigned extra-curricular load carried by the faculty. Some

are involved more heavily than others in sponsoring social and/or special interest clubs and in other activities with students. Some are involved in unassigned recruiting and/or fund-raising activities. It is very difficult to take all of these factors into consideration fairly when faculty work loads are being assigned, and this fact is recognized by all concerned.

Faculty Recruitment, Retention, Tenure, and Promotion

Recruitment and retention of highly qualified faculty members is a problem in a small college with neither high prestige nor high salary scale to attract persons with outstanding reputations. It is not, however, as great a problem today as it has been at times in the past, for two reasons: (1) The College is larger and better known now than it has been. (2) There are more faculty members available now than in the past.

Recruitment. Potential new faculty members are identified by consulting with existing faculty and with administrators, department heads, faculty members, and placement agencies at sister colleges. A growing number of applications from qualified teachers seeking new positions is filed each year, and these records sometimes yield promising prospects.

Recruiting is also enhanced by the closeness of relationships between the churches of Christ and the colleges related to them. An informal network of communications is often effective in making known openings and candidates. The annual conferences of the presidents, deans, and other key personnel of these colleges provides a continuous dialogue about needs in areas of faculty, students, funds, and other things. For example, when two new Bible faculty members were needed for fall, 1982, a few phone calls to sister colleges turned up six doctoral candidates, of whom two were hired.

The increasing supply of teachers available has made it easier in recent years to recruit new teachers for many positions, and it is usually possible to choose between two or more candidates for these positions. Several years ago it was impossible to find a qualified librarian; last year it was possible to choose from among three candidates for that position.

Retention. Faculty turnover rates in terms of percentages of full-time faculty members not returning in the fall have been as follows:

Year	% Loss	Year	% Loss
1965	0	1974	15
1966	13	1975	0
1967	25	1976	13
1968	56	1977	0
1969	64	1978	0
1970	33	1979	7
1971	18	1980	13
1972	27	1981	12
1973	8	1982	6

It should be noted that in 1981 the turnover rate represents two teachers, one of whom dropped from full-time to part-time status with OVC. In 1982 one faculty member left the College, and another (who is not counted as turnover) went on a supported leave of absence for two years to complete a doctorate.

Faculty retention has been much improved since the early 70's and late 60's. Institutional stability has been greatly improved, morale is higher, and jobs are not as easy to get elsewhere. All these factors have contributed to increased faculty retention.

Faculty turnover is not unique to Ohio Valley College, but it is recognized as a problem when faculty members are productive teachers, and efforts are made to minimize it. Factors influencing faculty turnover include salaries, fringe benefits, promotion procedures, and morale; all of these are discussed below.

Faculty members are involved as much as they are willing to be in institutional governance, and staff development programs aim at increasing teaching effectiveness and professional competency. As the institution grows, faculty members will be able to teach in more specialized areas, and this will help retain desirable personnel.

Tenure. One indication of better retention is the number of faculty holding tenure. In the spring of 1981, tenure was extended to four additional faculty members, bringing to five the number of full-time teachers holding tenure. In the 1980-81 year only two had tenure, and one of them went off tenure in fall, 1981 by reaching retirement age. (He is being retained on the faculty on a year-by-year basis).

Tenure policies are set forth in Board Policy 3302 and in the Faculty-Staff Handbook. Tenure is extended to those who are assistant professors or of higher rank after five years, or after six years if an additional year of probation is prescribed. Tenure requires the teacher 30 or older to participate in the TIAA retirement plan, and for this reason some teachers have rejected it.

One factor that influenced more faculty members to apply for tenure was the fact that supported leaves were designed only for tenured faculty for work on the doctorate; for work on the masters, a faculty member must have taught at the College for three years full-time.

Promotion. Faculty promotion policies and procedures are spelled out clearly in the Faculty-Staff Handbook, where qualifications for the ranks of visiting lecturer, instructor, assistant professor, associate professor, and professor are listed. Although teachers may begin at the rank of instructor regardless of degree earned, it is generally mandatory that one have a masters degree before attaining the rank of assistant professor. Associate professorship usually requires at least 30 hours beyond the masters, and professorial rank is given only to those with the doctorate.

In 1975 the faculty asked for and were given a salary schedule graduated according to degrees and years of experience rather than according to faculty rank, as they had previously. Since then, faculty rank has been viewed as less important. This may change somewhat in view of the supported leave of absence for graduate work being tied to tenure for the doctorate, since tenure requires one to have held the academic rank of assistant professor for at least two years.

That faculty do have promotion possibilities open to them should be evident, however, from the fact that two vice presidents and the registrar were formerly faculty members, and the former registrar served as a faculty member both before and after her ten-year stint as registrar.

Faculty Salaries

The faculty salary schedule is published in Appendix C, in the Faculty-Staff Handbook, and in the Board Policy 3107. The salary scale for 1981-82, the latest published, ranges from $10,798 to $18,702 for nine months of teaching (paid on a ten-month schedule). It has steps for bachelors, masters, masters plus 30 hours, masters plus 60 hours, and doctorate. It also has yearly incremental increases for experience, and a bonus of $200 is added to the total for each five years at OVC (up to a total of $1,000 extra). The average nine-month salary for full-time faculty during the 1981-82 school year was $13,585; the range for the year was $10,798 to $15,848. (These figures exclude faculty who are administrators.)

In addition to these nine month salaries, faculty members also receive fringe benefits and additional pay for summer teaching or other work. Fringe benefits include social security benefits, hospitalization, a $20,000 life insurance plan, workmen's compensation, unemployment compensation, short term disability, matching portion of five percent for TIAA, and full tuition exemption for faculty and family. Those employed for one year or longer may elect to participate in a TIAA retirement plan to which the College and the teacher each contributes an amount equal to five percent of the teacher's income. The average fringe benefits totaled $2077.49 for the 1981-82 year.

Although salary and fringe benefit increases have been made regularly over the past several years, it is recognized that higher salaries would make it easier to attract and retain highly qualified faculty.

Due Process

In one report of a visiting team concern was expressed over faculty due process in appeals and in non-reappointment notice. The faculty, however, is satisfied with the present provisions in this regard.

The Faculty Staff Handbook and also Board Policy 3105 spell out a grievance procedure by which anyone with a grievance may appeal in writing to the following, in this order:

1. His immediate supervisor (informal, not written).
2. The administrator in charge of his area.
3. The Administrative Committee.
4. The Board of Trustees.
5. The Office of Civil Rights in discrimination cases.

The question of time involved in giving notice of contract or non-reappointment was put to the faculty, and they chose to keep the date no earlier than April 1, because they did not want to feel obligated to make contract decisions before that date. The fact is that faculty do not feel insecure in their positions, as is evident from the fact that faculty members have turned down the offer of tenure. That the

OVC policy does not correspond to AAUP policy in this matter poses no perceived threat to the OVC faculty.

This grievance procedure applies to students and to staff as well as to faculty.

Faculty Morale

As noted above, faculty members feel secure in their positions and happy in their work. The fact that faculty turnover has included no more than two faculty members leaving in any one year out of the last ten years, and that the rate was zero in three of those years, suggests that faculty are comfortable as members of the OVC family.

An application of the Herzberg job satisfaction theory to the OVC faculty showed them to be highly satisfied with their jobs, particularly with the work itself, their responsibility, their sense of achievement and recognition for their work, their actual advancement, and the possibility of growth. Among these factors, responsibility, recognition for work, and actual advancement were rated as the most pleasing aspects of job content factors. The job context factors that contributed most to faculty morale were status and job security; other factors like supervision, working conditions, institutional policy and administration, and interpersonal relationships were also rated well above average in promoting job satisfaction (or, as Herzberg would put it, in preventing dissatisfaction).

Recent salary increases, expanding enrollment, marked improvement in finances, and general progress in institutional outlook for future growth and expansion all contribute to a positive morale factor. Ohio Valley College faculty members are very busy at their jobs, but also take considerable pride in their accomplishments in the lives of students. Their small size makes possible a "family" atmosphere among faculty and also between faculty and students.

Chapter 5

ORGANIZATION AND MANAGEMENT RESOURCES

The organization and management of Ohio Valley College is considered in this chapter in terms of the Board of Trustees, the administration and organizational relationships, the structure and workings of committees, and the provisions for student input into institutional governance.

I. BOARD OF TRUSTEES

Brief History of Ohio Valley College Board of Trustees

The Board of Trustees of Ohio Valley College was originally constituted in 1957 when the College was chartered. Thirteen members comprised the original board and represented three states--Kentucky, Ohio and West Virginia.

The present membership is at an all time high with 24 members and represents seven states--Connecticut, Florida, Illinois, New Jersey, Ohio, Texas and West Virginia. One member of the present board is a charter member. Three charter members have resigned since 1977.

The number of board members has fluctuated over the years, with a maximum permitted by the By-Laws set at 21 until 1977 when the By-Laws were changed to permit a total of 25. The Board has had eight chairmen through the years. The two chairmen with the longest tenure served seven years each.

The Board of Ohio Valley College has functioned responsibly and has matured as a governing and supporting body. Particularly while the College was young, Board members could have become discouraged even to the point of giving up the work because of its demands or unproved nature. Patterns of operation were new, sometimes changing, and sometimes strange. Over the years the Board has exemplified a real desire to obtain success for the College and a willingness to evaluate itself and change when necessary.

The first self-evaluation instrument was constructed by members of the Executive Committee of the Board in March, 1965, "A Self-Analysis By Members of the Board of Trustees of Ohio Valley College." An attempt was made to include critical statements of objective information, attitude, and support of the College through various means. Although designed and intended as purely an informal type of investigation, the study led toward more effective and efficient functioning of the Board. Throughout the years, the Board maintained its interest in self-evaluation and self-improvement, which has resulted in a maturing membership.

Profile of the Board

The Board of Trustees of Ohio Valley College is an

autonomous, self-perpetuating body which controls and operates the College through appropriate professional personnel. This chapter will make use of the data collected from the 1982 self-evaluation instrument.

Membership. Members are elected by the balance of the Board for three-year terms which may be renewed at the option of the Board. Although they may be dismissed by a majority vote of the Board for actions or philosophies contrary to the objectives of the College, members usually are re-elected as long as they are active in attending Board meetings and support the College in its goals, fund raising, public relations, and student recruitment in their own areas.

Ages. The ages of individual Board members have never been analyzed previously; however, they represent a significent generation span. The ages of the present membership range from 32 to 84. The age range and number in each range are as follows:

Age Range	1982 Board
30-39	2
40-49	11
50-59	5
60-69	3
70-79	2
80-89	1

Years of Service. By using the Self-Analysis published by the Board in 1965, and the 1977 Self-Study, the makeup and length of service of the present Board can be compared with what it was 17 and 5 years ago. The years of service and the number serving are as follows:

Yrs. of Service	Board Membership 1965	1977	1982
25	-	-	1
22	-	-	1
20	-	4	1
18	-	-	1
17	-	1	-
16	-	1	-
15	-	1	-
13	-	1	-
12	-	-	1
11	-	1	2
10	-	-	3
8	4	-	1
7	-	-	2
6	4	-	2
5	1	3	-
4	1	2	3
3	3	1	-
2	1	-	1
1	5	2	4
0	-	1	-

Geographic Distribution. Of the present Board members eleven are from the State of West Virginia, with four from the Parkersburg area and three from the Charleston area. There are eight members from the State of Ohio--four from the Canton area. There is one member each from Connecticut, Florida, Illinois, New Jersey, and Texas.

Occupations. Members are elected on the basis of their interest in and ability to help the College in their areas and to represent a cross section of the business and professional community. The occupations from which members have been chosen have broadened in the past 17 years, as may be seen from the following:

Occupation	1965	1977	1982
Accountant	2	2	-
Agri-Business	2	2	2
Attorney	-	1	1
Business Mgt.	-	-	2
Corp. Exec.	-	-	5
Dentist	1	1	-
Education	1	1	2
Engineer	2	1	1
Govt. Admr.	-	-	1
Industry/Mfg.	3	-	-
Medical Dr.	-	1	1
Ministry	4	2	2
Self-Employed Businessmen	4	7	5
Retired	-	-	2
Total	19	18	24

Representativeness of Constituency. The supporters of Ohio Valley College consist of two major groups--members of the churches of Christ and business/professional leaders. The Board has generally related well to these groups and represents a broad section of both groups. The 1977 Self-Study revealed that all of the 18 members held membership in civic and service clubs as well as professional organizations. Of the present 24 Board members, 21 hold membership in similar organizations.

The 1977 Self Study reported that of the 18 members, eight were elders, three were deacons, two were preachers, and 14 were Bible class teachers in their local congregations. Of the present 24 Board members, 10 are elders, two are deacons, 2 are preachers, and 8 teach Bible classes in their local congregations.

Charter and By-Laws Limitations and Qualifications. The Charter and By-Laws of Ohio Valley College, Inc. reveal that the Board of Trustees is an autonomous, self-perpetuating body which controls and operates the College through appropriate professional personnel. Each Board member must be a faithful member of a church of Christ. He must also have had some experience and success in the business and professional world. A Board member cannot be concurrently president of the College and a full-time member of its faculty.

Terms of Office. Each trustee is elected for a term of three years and may be re-elected for additional terms. The officers consist of a Chairman, Vice-Chairman of the Board, Vice-Chairman of Academic Affairs, Vice-Chairman of Financial Affairs, Vice-Chairman of Development, Secretary, and Treasurer who are elected at the regular annual meeting and serve for one year. They may be re-elected at the pleasure of the Board.

Method of Selection and Dismissal. Periodically, the administration and Board discuss membership needs, such as constituency area, occupation and interest, and financial and public relations potential. Potential candidates' names are presented to the president of the College for his consideration and for the purpose of gathering biographical data. The president presents this information to the Executive Committee for approval to present the candidate's name to the entire Board. When approved, the candidate is invited to attend the next scheduled Board meeting and accept membership. At the conclusion of said meeting, the Chairman of the

Board informs the candidate regarding what is expected of a Board member and officially invites him to accept membership.

The Board of Trustees has the power to dismiss any member of the Board if, after due hearing at which the member has been allowed to answer for himself, it is their judgment that his life does not conform to the Bible standard of Christian conduct.

The Chairman of the Board may ask a member to resign after frequent consecutive absences at meetings.

Areas of Activities

Work of Board. The Board of Trustees of Ohio Valley College elects a President who is responsible for the selection and recommendation to the Board of all personnel for conducting the affairs of the College. The Board's governance is through advising and policy making and is not administrative in nature. The Board members feel a personal responsibility to aid the administration in fund raising, recruiting, and general public relations.

Role in Policy Making. The Board expects the administration to design, propose, and implement policy. The Board approves all policy that pertains to the overall long range function and goals of the College. Day to day policy affecting the operation of the College is made by the administration.

Committees and Their Work. The Board functions through official Board meetings and through four standing committees made up as follows:

(1) Executive Committee: Current Board officers plus the immediate past chairman, the College President, the Vice Presidents, and the Director of Student Affairs. The chief function of the Executive Committee is to insure that the Board's actions are carried out, to conduct routine business for the Board between all meetings, and to act on an emergency basis for the whole Board, subject to the Board's later ratification.

(2) Development Committee: The Vice Chairman of Development plus six other Board members, the College Vice President for Institutional Advancement and the President. This committee recommends to the Board, policies for developing the physical facilities of the College and for fund raising plans to finance facilities and operation.

(3) Academic Affairs Commitee: The Vice Chairman of Academic Affairs plus four other Board members, the College Vice President for Academic Affairs, the President, and a member of the faculty. This committee is responsible for monitoring and assisting with academic program planning and for serving as liaison with the constituency to help determine the demand for various programs.

(4) Finance Committee: The Vice Chairman of Finance plus four other Board members, the College Vice President for Finance, and the President. This committee works with the administration to recommend a

budget once it is approved.

The College administrators who serve on these committees are non-voting members.

In additional to these standing committees, ad hoc committees are appointed as needed to carry out special assignments from the Board.

Financial Support and Public Relations. Financial support has improved over the last few years from the Board. Every member contributes on a regular basis. In 1975, the Board made a three-year pledge of $85,650. At the end of calendar year 1978, the Board had actually contributed $101,152. During FY 82, the Board contributed $86,871. This is evident improvement over the 1965 Board, which said in its Self-Analysis that four of their members did not support the College financially and that eight had not been responsible for any contribution by others.

In contrast, the present Board is involved in various fund-raising and public relations efforts in addition to its personal giving. Board members are involved in the annual fund-raising campaign in their local areas each year. They help in organizing and promoting the annual President's Report Dinners. The dinners are conducted in about fifteen different areas of the constituency and are attended by donors and people interested in learning more about the College.

Three members are actively involved in OVCIC (Ohio Valley College Investment Corporation), a non-profit corporation formed for the purpose of owning rental facilities and thereby providing operating funds for the College.

Board members serve as Chairman and Co-Chairman, assisted by several other members, of the Annual Ohio Valley College Invitational Golf Tournament. The tournament attracted 172 golfers last year. An awards banquet concludes the tournament day.

Selection and Evaluation of Administration. The President of the College is responsible for selection and recommendation to the Board of Trustees of all personnel, including the administration. The President's written and oral report to the Board at each Board meeting includes reports from each administrator over his individual areas of responsibility. In this way, the Board can and does evaluate each administrator.

Relation to President and Charge Given the President. Article IX of the By-Laws outlines the charge and task of the President. The current President maintains a very close relationship and respect for the Chairman of the Board, the Executive Committee and the Board as a whole. He is very careful to seek counsel and approval from the Board prior to adding and/or altering policy or procedure. However, he does not, nor is he expected to, seek counsel and/or approval for day-to-day operations.

Board and Executive Committee Meetings. The Executive Committee keeps in touch with the day-to-day operations of the College. The committee

makes proposals for Board consideration and has the power to act for the Board and bind the College until the next meeting of the Board. The Committee generally meets prior to regular Board meetings, and at other times as needed.

Campus Development Role. The Executive Committee has generally been given the responsibility, with the administration, for the details of specific development projects. However, the entire Board has opportunity for input and is encouraged to offer opinions, suggestions, and criticism. The Board has been encouraged orally and through written response to contribute opinions and ideas for the designing of the current Master Plan.

Ongoing Campus Life Concerns. Most Board members are very concerned about morale and general environment on campus. There are two primary reasons: first, the academic, social, and spiritual health and welfare of students and other personnel; secondly, support from the constituency. If campus life is not what it should be, the College cannot fulfill its mission and the constituency will withdraw financial and student support.

Relation to Other Boards, Groups. The Board is represented on the membership of the West Virginia Foundation for Independent Colleges. The Board does not have a member on PACE (President's Ambassadors for Christian Education), an organization of ministers to assist the President in communicating with local congregations of churches of Christ. However, they are very interested in its organization and function.

The policies of the Boards of other Christian colleges offer a comparison, and are sometimes used as a basis for consideration in policy formation. The Board maintains an awareness of trends in higher education in general on a state and national level.

Method of Involvement

Board Meetings. The Board is involved in the support and control of the College operation by an annual meeting in August, two other specified meetings in November and March, and any special meetings deemed appropriate. During the three years prior to the 1977 Self Study, attendance at meetings averaged 87 percent with a high of 94 and a low of 80 percent. With an expanded Board, attendance for the last two years has been 74 percent, with a high of 79 and a low of 60 percent.

Each Board member pays his own travel and lodging expense to attend Board meetings. To attend meetings, members must travel from 5 to 2,500 miles round trip; when the Board meets at full strength, they collectively travel 7,629 miles round trip.

Committee Activities. The committees of the Board are described under Activities of the Board. Standing and ad hoc committees meet to plan and recommend to the Board necessary action in the areas of their responsibility.

Twenty-two of the 24 members are actively involved in one of more committees and their respective functions. In

addition to the standing committee, they serve on the Building and Campus Development sub-committee, the Golf Tournament sub-committee, and OVCIC. During the past year the Board spent 641 hours collectively in committee work and traveled 11,650 miles in committee service.

Campus Visits and Interaction. Board members visit the campus for major events throughout the year. These include such events as Baccalaureate, Commencement, lectureships, seminars, High School Day, Homecoming, athletic events, convocation series, student productions, dinners, and banquets. During the past year 10 members have estimated 250 hours spent on campus for various campus activities and interaction with students. Surveys have been conducted of students and faculty, and their attitudes and needs with respect to the College. All of this in an informal way increases Board cognizance of current operations.

Policy, Planning, and Decision Making. The Board works very closely with the administration in establishing policy, planning programs, and making decisions. The Board introduces or receives ideas. The administration is instructed to research their validity and report back to the Board for further action. The Board also works very closely with the administration in planning, decision making, and carrying out policies once established.

Recruiting and Other Involvement. Effective promotion by the Trustee in his home area will attract students, build good will, and open doors of financial support. The Board is encouraged to stimulate interest in prospective students. Names of prospective students from members' individual areas are sent to the Board from time to time. The admissions staff works closely with Board members in recruiting in their local areas. This same involvement is expected by the development staff in the area of fund raising and other College projects and events.

Evaluation of Board

Professional Growth Program for Board Members. In conjunction with the West Virginia Foundation for Independent Colleges (WVFIC), the Claude Worthington Benedum Foundation has sponsored two conferences of Higher Education during the last two years. The first conference was designed to challenge Trustees with their responsibility to their colleges. This conference was attended by the Chairman of the Board of Ohio Valley College and four other Board members. The second conference specifically invited the College administrators, the Chairman of the Board, and community leaders interested in higher education. Two other College Board members were able to attend from this latter category

Confidence of Board in Administration. The confidence the Board has in the administration is reflected in their personal commendations, willingness to assist in recruiting and fund raising, financial support, and public relations work in their local areas.

Effectiveness of Board. The Trustees have voiced their confidence in the effectiveness of the Board as a whole in its guidance of the College. This is further reflected in the fact that 90% of the members have influenced recruitment of students, more than 80% have been instrumental in recruitment, and 60% have had members of their family attend. Financial support is reflected in the fact that 80% of the members take an active part in the fund drives in their respective areas, being personally responsible for contributions by others, providing leads or contacts to the administration, and encouraging prospective donors to visit the College.

Written Procedures and Policies. A Manual for the Guidance of Trustees of Ohio Valley College, Inc., was published in February 1976. This manual is distributed to each new Board member. It speaks to the purpose of Christian education and specifically Ohio Valley College, the qualifications and duties of a Trustee, the internal operation of the Board; and it concludes by emphasizing the various influences affecting Christian education today. This Board Policy Manual is updated as needed.

Adequate Records of Meetings and Policy/Decisions Made. The original and official minutes of the Board and the Executive Committee of the Board are on file in the President's office. Authorization was delegated to secretaries of the administration to attend meetings and record minutes. The secretary to the president records and transcribes minutes of the meetings. Copies of minutes, policy actions, and administrative regulations are distributed to each Board member for his reference.

II. ADMINISTRATION AND ORGANIZATIONAL RELATIONSHIPS

Board and Advisory Groups

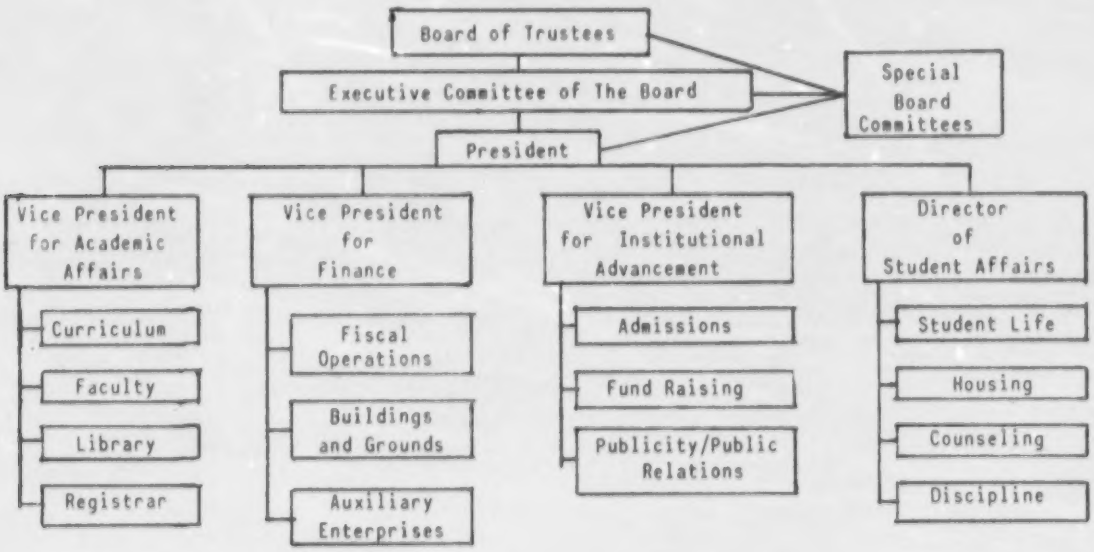
Board of Trustees. The administration and the Board enjoy a thoughtful and cooperative relationship. The Board establishes policy. The administration carries out the policy. The administration recommends policy to the Board, and the Board recommends policy to the administration. The administration, composed of the President, three Vice Presidents and the Director of Student Affairs, attend Board meetings and report directly to the Board on their respective areas of responsibility, answering questions, and seeking opinions and guidance.

President's Ambassadors for Christian Education. This is an advisory group that exercises no authority. It is an aid for the administration in communicating to the church constituency. The group, approved by the Board, is composed of ministers of the churches of Christ who support and promote Christian education at Ohio Valley College by fostering good public relations, assisting in recruitment and fund-raising drives, and advising the administration about conditions related to the College and/or students. Although the Board is not represented in this membership, the Board is advised of meetings, response,

and involvement of PACE, and maintains a high level of interest in the organization.

President's Advisory Council. This advisory group is composed of responsible community citizens who advise the College on communicating effectively with the community, and assist in appropriate fund drives within the community. The President's Advisory Council does not meet on a regular basis at the present time; however, the members who serve do continue to cooperate, assist, and offer advice to the administration from time to time when called upon by the President.

Organizational Chart: Responsibilities and Inter-Relationships. Administrative patterns change as needs suggest a more efficient division of labor. The following organizational chart reflects the current operation and delegation of responsibilities throughout the College.



Administration

President. The President is the official channel for all Board decisions affecting the College, as well as communication with the Board and Executive Committee. As the chief administrator, he is directly responsible to the Board. His overall duty is to supervise and coordinate the total staff and programs so that the objectives of the College are achieved. His duty covers six broad categories--Administration, Personnel, Communications, Development, Finances, and Board of Trustees. The organizational chart covers four broad categories delegated to other administrators who are under his supervision.

The President is not a voting member of the Board, but is the official channel of communication from the College to the Board. He prepares reports, agenda items, and packets of information prior to Board meetings for perusal of the membership. He keeps the Board informed of internal College matters through periodic correspondence between meetings. He recommends policies to the Board. He invites his administrators to prepare reports and present them to the full Board meetings, answering questions from the Board about their respective areas. This aids the Board in knowing the total administrative team and how their work inter relates.

The President chairs the Administrative Committee, made up of the President, three Vice Presidents, the Director of Student Affairs, and a member of the faculty who is selected by the faculty to serve as representative on the committee. Through this committee, the President exercises overall responsibility of total College operations. He is responsible for staffing qualified personnel and specifically for recruiting administrative personnel subject to the approval of the Board. (Board Policy 3202).

Vice President for Academic Affairs. Through the Vice President for Academic Affairs, the President operates the academic program of the College. He is the chief educational officer of the College and in the absence of the President, he is in charge, and would be responsible for action in case of emergency.

He has been delegated responsibility for seeking qualified personnel for faculty and staff under his supervision. He is responsible for the preparation and schedule of the educational program of the College. It is his duty to equip and operate the library. He is responsible for student records as maintained in the Registrar's office.

He advises on budget development for his area, prepares for publication the College Catalog, the Faculty-Staff Handbook, the Academic Calendar, Class Schedules, and institutional research self studies.

His responsibilities are broad and varied. In instances where decisions may affect other areas of administration, full discussion follows in an Administrative Committee meeting to insure efficient internal operations for the entire College. (Board Policy 3203).

Vice President for Institutional Advancement. The President operates College development through the Vice President for Institution Advancement. He is a member of the Administrative Committee; is responsible for seeking qualified personnel under his supervision; assists in formulating the annual budget; uses his skills to build the honorable, inspiring image of the College.

This Vice President is the chief fund raising and planning officer of the College. He coordinates financial and fiscal plans with the educational plans from the Vice President for Academic Affairs. He is responsible for overall fund raising for operations and

expansion, for organizing the programs whereby this will be accomplished, and for assisting the President in developing sources for funds.

The Vice President for Institutional Advancement employs the Director of College Relations to present and interpret the College and its programs to the public and the constituency.

The Vice President for Institutional Advancement works through the Director of Admissions in student recruitment and to coordinate those organizations and activities that assist in promoting the College to prospective students. (Board Policy 3204).

Vice President for Finance. The President manages the financial affairs of the College through the Vice President for Finance who is also a member of the administrative team and is directly responsible to the President.

He is responsible for staffing his area with qualified personnel. He coordinates preparation of the annual budget with the other administrators. As budget controller and chief financial officer, he is responsible for all financial records from all sources. His office is responsible for payroll, purchasing, cafeteria, bookstore, student center, buildings and grounds, and the security system.

Through the Director of Financial Aids, who is directly responsible to him, the Vice President for Finance supervises all student workers except dormitory resident assistants. He works very closely with other administrators, through the President, in matters affecting all areas of the College within the realm of his responsibilities. (Board Policy 3205).

Director of Student Affairs. Through the Director of Student Affairs, the President directs student life and extra curricular activities on campus. The Director of Student Affairs is directly responsible to the President and is a member of the administrative team.

Student resident assistants and dorm supervisors are under his supervision. He cooperates and works with student organizations, maintains the College Calendar, schedules convocation series, and prepares the Student Handbook for publication. He is the College advisor to the Student Government Association. He chairs the Student Affairs Committee, is a member of the Probation Committee, supervises student discipline, and has administrative responsibility for the Counseling Center and the Student Health Service.

He is responsible for housing and is directly responsible for influencing student retention, remaining in close touch with incoming students and maintaining public relations with parents. (Board Policy 3207)

III. COMMITTEES - STRUCTURE AND WORKINGS

To spread responsibility and to give a broader base to decision-making, much of the work of institutional governance is done through committees. There

are fourteen standing committees, and in addition, ad hoc committees are appointed as necessary.

Standing Committees

(1) Administrative Committee. The President chooses to carry out his executive functions through the Administrative Committee, which he chairs. The committee is composed of the President; the Vice Presidents for Academic Affairs, Institutional Advancement, Finance; Director of Student Affairs; and a member of the faculty. The faculty representative is elected by the faculty each semester and is a voting member of the Committee.

The Committee aids the President through suggestions, criticisms, opinions, etc. in making the proper judgments, policies, and decisions relative to the total operation of the College. Recommendations and reports of other College groups or committees calling for operational changes are acted upon by the Administrative Committee, and those actions are reported to the group concerned.

The Administrative Committee also serves as a court of appeals for student discipline decisions, particularly those in which dismissal is recommended, and for grievances which are not resolved by the individual administrator under whose jurisdiction the parties come, whether they are faculty, staff, or students. While the President has authority to override all Committee decisions, including those of the Administrative Committee, this prerogative is seldom employed. Executive decisions are confined to emergencies or routine operations.

(2) Academic Affairs Committee. The Academic Affairs Committee is chaired by the Vice President for Academic Affairs and includes the librarian, the registrar, a secretary, four faculty members, and two students. As they are on all committees, the students are appointed by the Student Government Association and have voting privileges. The Academic Affairs Committee meets as needed to consider curriculum and academic policy needs or changes, catalog provisions, Faculty-Staff Handbook statements, and recommendations or requests regarding academic matters.

(3) Accreditation Committee. The Accreditation Committee includes two sub-committees, the Steering Committee (two administrators, a secretary, and a faculty member) and the Self-Study Committee (the remaining administrators, the registrar, and two students). The Steering Committee meets often during the preparatory stages of a self-study and during the conducting of surveys and other research involved in accreditation self-studies.

The Self-Study Committee and the Steering Committee together become a working committee with each member responsible for some phase of the research and/or writing of the self-study. The Steering Committee calls on various faculty members and involves them in the self-study work as needed.

(4) Admissions Committee. The Admissions Committee consists of the Director of Admissions as chairman, one admissions counselor, a secretary, an administrator, the registrar,

and two faculty members.

The Admissions Committee considers the credentials (high school transcript, ACT profile report, and personal references) of each applicant to Ohio Valley College; admission is by majority vote of the committee. A prospective student may be granted full admission, admission on probation, or conditional admission; or he may be denied admission if the committee feels that he cannot achieve in an OVC program or if his credentials indicate that he has problems with which Ohio Valley College is not equipped to deal adequately.

(5) Bible Department Committee. The Bible Department Committee is chaired by the chairman of the Bible Department and includes all of the Bible teachers who are full-time employees of the College. The Bible Department Committee meets as often as necessary to monitor the progress of students and the development of the four-year Bible program, and to revise policies and recommend curriculum revisions to the Academic Affairs Committee.

(6) Chapel Committee. The Chapel Committee is chaired by the Director of Student Affairs and includes one other administrators four faculty members, and three students. The Chapel Committee meets several times each semester to plan the overall chapel program, and to charge individual members of the committee with organizing the daily chapel devotionals and special programs. The sequence and types of programs are monitored by the committee, and efforts are made to improve the daily chapel whenever deficiencies are noted.

(7) Convocation Committee. The Convocation Committee is chaired by the Director of Student Affairs and consists of the chairman, four other faculty members, and the student body president and secretary. This committee is responsible for planning various cultural and entertainment events for the benefit of the College community and constituency each year. The committee meets as needed.

(8) Financial Aid Committee. The Financial Aid Committee, chaired by the Director of Financial Aid, includes two other faculty members, a secretary, an admissions counselor, and the business office manager. It is the function of the Financial Aid Committee to outline and recommend financial aid policies; to consider specific aid when circumstances such as academic failure relate to a student's financial aid; and to recommend names of students for endowed scholarships. In its work the Financial Aid Committee is guided by a set of policies recommended by it and approved or developed by the Administrative Committee.

(9) Faculty Committee. The Faculty Committee is chaired by the Vice President for Academic Affairs and includes all full-time faculty, those part-time faculty carrying half-time or more loads, and whatever other part-time faculty who wish to participate. The Faculty Committee meets twice monthly, at special times for workshops, and at other times as the need arises. This committee's work is described more fully in Chapter 4, page 36 ; it includes staff development activities as

well as action on curriculum and policy matters referred to the faculty.

(10) Food Services Committee. The Food Services Committee has already been described and discussed in Chapter 3, page 31.

(11) Lectureship Committee. The Lectureship Committee is chaired by the Lectureship Director and in addition to its chairman consists of two administrators, two Bible faculty members, a secretary, and four ministers from Ohio Valley's service area (currently from West Virginia and Ohio). This committee meets several times each year to plan the Annual Bible Lectureship programs, select topics and speakers, and discuss other arrangements needed for the Lectureship.

(12) Oral History Library Committee. The Oral History Library Committee is chaired by the Librarian and also includes two administrators, the assistant librarian, two faculty members, and two prominent citizens of the Parkersburg community. The committee's purpose is to select persons in the constituency of the College who have made significant contributions to society, and whose life stories are worthy of capturing and preserving on tape. These persons are interviewed and inducted into the Oral History Library, and their tapes are kept available for the use of interested historians and scholars.

(13) Orientation Committee. The Orientation Committee is chaired by the Director of Student Affairs, and includes the Vice President for Academic Affairs, the Registrar, the Director of Admissions, one secretary, and two students (usually the president and secretary of the student body). This committee meets several times during the spring term and through the summer to plan the August freshman orientation program, and members of the committee take specific responsibilities in that program. After the fall semester is well under way, the committee has at least one meeting to evaluate the August orientation sessions, note any needed improvements, and plan their spring meetings.

(14) Probation Committee. The Probation Committee is chaired by the Vice President for Academic Affairs and includes the Registrar, the Director of Student Affairs, the Director of the Counseling Center, and two faculty members. This committee meets at the end of each term and at other times as needed, to determine when students should be placed on academic suspension, to recommend remedies for academic difficulties of students, and to prescribe terms and conditions designed to help probation students. When a student is placed on academic probation, he is asked to sign an academic contract, the terms of which depend on his GPA and past academic record. The Probation Committee defines the terms of these contracts, requiring the student to spend time in the library and with his academic advisor, and limiting his extracurricular activities to provide him more time for studying.

(15) Retention Committee. The Retention Committee is chaired by the Director of Student Affairs and also includes the

Registrar, the Director of Financial Aids, an admissions counselor, a faculty member, and a secretary. This committee studies retention and attrition rates and the factors influencing them, and makes recommendations on how to improve retention. The work of this committee is more fully discussed in Chapter 3, pages 34-35.

(16) Student Affairs Committee. The Student Affairs Committee is chaired by the Director of Student Affairs and is composed of the chairman, four faculty members, a secretary, and nine students. The members of this committee are selected by the president of the College from the faculty and from fifteen students nominated by the president of the student body (SGA). The chairman of the Student Affairs Committee selects three students and three faculty members, on a rotating basis, to hear matters of discipline which demand their decision. The committee also meets in full strength to discuss other student affairs than discipline and to recommend policy on such matters. The workings of this committee are described in the Ohio Valley College Student Handbook '81-82, page 31.

(17) Twenty-Fifth Anniversary Committee. A standing committee for the past two years, the Twenty-Fifth Anniversary Committee is planning events for the 1984-85 school year, which will mark 25 years of classes for the College. Chaired by the Director of College Relations, the committee also includes three faculty members and a writer who assists the chairman.

Ad Hoc Committees

Ad hoc committees are appointed as needed for special tasks. Examples are the Faculty Work Load Committee and the Four-Year Bible Program Committee, both of which are described in Chapter 4. Such committees are constituted with well-defined goals and procedures and are given a specific charge and usually a time frame within which to complete their work, as well as an individual or group to whom they report their findings and recommendations.

Workings of the Committees

The committees meet once each semester or as needed. Some must meet weekly, or more often at times; others need meet only when they have business to conduct. The Administrative Committee usually meets twice each month, but sometimes meets monthly and at other times weekly. In times of budgeting or other urgent needs, it may meet daily.

Most committees report to the President. Committee recommendations are taken to the Administrative Committee, to the whole faculty, or to whomever needs to act upon them. After appropriate action has been taken, policy recommendations go to the Administrative Committee for approval, subject to the final endorsement of the Board. Some committee action merely requires a report of work actually done and does not call for further action.

IV. STUDENT INPUT

In a small college such as OVC, student representation in regard to ideas, objections, or needs is as apt to come through informal channels of counseling and friendship with faculty and administrators as through more structured organizational channels. In fact, it is in keeping with the ideal of closeness in the College that this be so. Nevertheless, student government is an active part of student life, and students are included in the makeup of various formal committees. Also, students have a voice through their formal evaluations of teachers, and both formal and informal surveys feed student opinion into the administrative process.

Student Government Association Recommendations

One avenue of student input into institutional governance is the making of recommendations by the Student Government Association to the faculty, the Administrative Committee, the Food Services Committee, the Academic Affairs Committee, or whatever committee or official has responsibility in the matter concerned in the recommendation. Many of the rules in the OVC Student Handbook came about as a result of just such recommendations by students through their Student Government Association. The "SGA," as it usually is called, has been more active in recent years, and is a visible force in campus life.

Committee Membership

As has been noted in the above discussion of committees and their work, students are nominated or selected by the Student Government Association to sit on the following committees: Academic Affairs, Accreditation, Chapel, Convocation, Food Service, Orientation, and Student Affairs. On these committees students have full voting rights, and they are encouraged to act responsibly in representing the viewpoint of their fellow students in doing so. Their knowledge of student needs is invaluable on these committees, and their contribution to institutional governance is a very real one in this way.

Student Evaluations

As has been noted in Chapter 4, students are given an opportunity to evaluate each faculty member on each course taught, and these evaluations are taken seriously by both faculty and administration. Students may thus point out strengths and weaknesses in teaching methodology, course content, scheduling, or other matters related to either the course or the professor. In this way as well as through their representatives on the Academic Affairs Committee, students have a voice in curriculum and instruction.

Surveys and Informal Input

An A-B-C grading system was adopted several years ago after surveys of student opinion showed them in favor of it and revealed their opinions on how it should work; the system was later discontinued after surveys then showed that students no longer favored that system. A proposal for 2 4-1-4 calendar was dropped after a survey of

student opinion showed that they opposed it. Surveys of student opinion have been conducted concerning the four-year Bible program, curfew hours, and other pertinent issues during the past year.

Students are given an explicit voice in many matters through formal and informal surveys, and, though their opinions are not always followed, they are definitely considered in every case involving an important matter of student life or academic pursuits. Informal association results in much student input into the overall operation by an interested student's dropping a casual suggestion to a faculty member, staff member, or administrator. In all these ways, student input influences decisions in academic life at OVC, and new ways are continually being sought to increase the students' voice in campus life.

Student Viewpoint on Effectiveness of Student Input

The following two paragraphs were written by the 1981-82 SGA Vice President, Jeff Rich, on the effectiveness of student input into institutional affairs via the SGA and student representatives on faculty committees.

Input Through SGA. "First of all, the Student Government Association is geared for input from the students. This function was adequately exercised through the representatives who kept a close touch on student opinions. Such things as a suggestion box and open meetings allowed full student input. As a go-between for students and faculty the SGA again did a tremendous job in communicating the desires of the students to those faculty members and committees which could answer and act on the request. Even the arranging of open forums for direct student-faculty discussion was a new and effective tool. The cooperative spirit and concern of the faculty and staff contribute to the effective efforts of the Student Government Association."

Input Through Committees. "Those student-involved committees which existed were effective for their purposes, but were much less noticeable in workings of the students simply because the decisions came down in the form of committee rulings. The committees and their members were not as widely publicized as the SGA, and so universal student input was not so easy to accomplish because the representatives were less available."

Chapter 6

SUPPORTING RESOURCES

Students, faculty, administration, Board, and constituency are human resources required for Ohio Valley College to function effectively; most of these have been discussed in some detail in prior chapters.

This chapter is devoted to the supporting resources of plant and equipment, library, institutional advancement, supporting constituency, and financial resources.

I. PLANT AND EQUIPMENT

Campus and Buildings

Campus. The campus is on a tract of 133 acres bordering Parkersburg to the south and Vienna to the north. At the present, the "campus proper" involves only the southeastern end of the property and only a small portion of the total.

The College's eight main buildings have a total area of about 85,000 square feet. Of this, approximately one-half is dormitory space; one-fourth houses classrooms and offices and one-fourth is student services--cafeteria, student center, etc. The oldest campus building was constructed in 1963 and the most recent was completed in the summer of 1981. The buildings are operated by an in-house maintenance staff. The staff performs housecleaning, preventive maintenance, routine service, groundwork, special events preparation, and other services.

Administration Building. The Administration Building is one-story and is constructed of masonry floors and walls. At present, it houses offices for the President, three Vice-Presidents, Director of Student Affairs, Registrar, Business Manager, and Admissions Office. In addition, it contains an auditorium, six classrooms, library, laboratory, and mailroom.

Chapel Hall. Chapel Hall is a steel structure with a metal roof and concrete floor. Approximately two-thirds of the building constitutes the chapel assembly hall while one-third is used for three classrooms.

Heather Hall. Heather Hall Dormitory is brick veneer trimmed with aluminum siding. Its basement has masonry walls and floors. The two remaining levels have wood framed walls and floors. The basement houses faculty offices and a laundry. One suite of the dorm is used as a supervisor's apartment and one as the Counseling Center. The remaining six suites are used to house 36 students.

Highland Hall. Highland Hall Dormitory is identical to Heather Hall in size and structure. The basement houses faculty offices, art classroom, sports equipment rooms, a weight training room, tool storage areas, and a maintenance office. One suite of the dorm is used as a supervisor's apartment and one as the offices for the Bible Department faculty. The remaining six suites are used to house

36 students.

Lowland Hall. Lowland Hall Dormitory is brick veneer over concrete blocks with concrete floors and aluminum siding trim. The structure is one-story with ten four-resident rooms and one supervisor's apartment. It is so constructed that internal partitions can be removed to convert it to classrooms.

Fox Dining Hall/Stanley Student Union. This is a two-story structure with concrete floors and brick veneer over block walls. The upper floor contains food preparation and dining areas. The dining room can seat 300 people but can accommodate smaller conferences, meetings, etc. through use of folding interior partitions. The Student Union has an office/nurse's station, snack bar, bookstore, stock room, dining area, television area, and game room. Outside there are adjoining wood and concrete decks and an outdoor grill.

New Women's Dormitory. The New Women's Dormitory is a two-story building with concrete floors, block walls and Bermuda Stone veneer. It contains one supervisor's apartment, two television lounges, study lounge, four laundry rooms, eight shower/toilet rooms and four storage rooms. The remaining 74 sleeping rooms house 148 students.

Maintenance Shop. The Maintenance Shop is steel with a metal roof, concrete floor, and panelled walls.

Summary. The tables and summary statements below list the size and use of each building and classroom space.

MAIN BUILDINGS AND THEIR USE

Building Name	Interior Sq.Ft.	Assignable Sq.Ft.	Rooms Used For: Office	Classes	Dorm	Other	Total
Administration	16,738	12,410	24	7	--	9	40
Chapel Hall	7,375	6,827	--	4	--	2	6
Heather Hall	7,961	6,113	13	--	18	12	43
Highland Hall	8,151	6,725	6	--	18	25	49
Lowland Hall	6,084	5,400	--	--	10	9	19
Fox Dining Hall/ Stanley St. Union	11,603	10,187	2	--	--	15	17
New Women's Dorm	25,200	22,680	--	--	74	28	102
Maintenance Shop	824	824	--	--	--	1	1

CLASSROOMS AND CAPACITIES

ROOM			CAPACITY:
Administration Bldg.	Room 114		60
"	116		60
"	117	(lab)	24
"	118		120
"	119		30
"	125		35
"	121	(sm.music/10 practice room)	
Chapel Hall Main Auditorium			532
Typing Room			24
Room 203			25
Room 204			35
Highland Hall- Art Room			15

A weight-training room with a capacity of 15 is located in the basement of Highland Hall and is the location of some physical education courses. The Stanley Student Union game room is also used for some physical education classes. It has a capacity of approximately 30. In the Administration Building, Rooms 114, 116 and 118 are normally divided by electrically driven partitions. These can be opened to form an auditorium seating up to 400.

Equipment

In addition to the instructional equipment discussed in Chapter 4, the College has and utilizes the following items:

ITEM	LOCATION
2 Spirit Duplicators	Typing Room
AB Dick Copier	Library
Mimeograph Machine	Typing Room
Savin Copier	Library
Thermofax Copier	Library

The College has a fleet of ten cars, three vans and one touring bus. The Maintenance Department has two tractors, several mowers, a snow blower and numerous gas and electric power tools. Handtools and a stock of maintenance supplies are kept on hand for day-to-day use.

The College has two microcomputers that are used for instructional purposes by the Computer Science, Natural Science, and Math classes. Purchase of a complete computer system is planned.

Specialized machines are used in the Institutional Advancement area. A word processor and an automatic typewriter are shared by the Development and Admissions Offices to carry on varied correspondence. The Publicity Office extensively uses its typesetter machine to compose and set up the various College publications.

Master Plan

In 1982, Ohio Valley College completed its most recent master plan study done by Omni Design Group of Fairmont, West Virginia. It is the only complete study done since 1966 and contains projections up to 1,500 FTE. In preparing for the study, the faculty, staff, and administration devoted many hours to projections of spatial needs for instruction, academic support, learning resources, student services, housing, and administration. The master plan is the direct result of the administration's perception of the need for more space and its positive approach toward planning.

The master plan and future needs are described in more detail in Chapter 10. It should be noted here that the greatest felt needs are for a gymnasium and for more dormitory, classroom, and office space. Some of these are dependent upon the others; a new men's dorm would allow Lowland Hall to be used for classrooms and offices, for example.

11. LIBRARY

Services Provided

General. The library is able to meet the needs of the students and faculty in relation to the curriculum and enrollment. The size of the library collection is above the minimum recommendation in the American Library Association's Standards for Junior College Libraries and is being developed according to the recommendations in their Standards for College Libraries, 1975.

Continual collection evaluation is one means of ensuring adequacy in the depth and breadth of the collection. The book and periodical collection is evaluated through the use of such sources as Books for College Libraries and Magazines for Libraries, and is kept up-to-date with the aid of the faculty and the review media.

Media and instructional resources are also administered and produced by the library. Equipment is available for the production and use of transparencies, spirit masters, and sound and video recordings. Equipment for the use of slides, films, filmstrips, sound filmstrips, microfilm, microfiche, and records is also available and readily accessible.

The library is conveniently located; access to all material is provided through standard cataloging, the Dewey Decimal Classification, and the Library of Congress Subject Headings. Students and faculty are trained and assisted in the use of the library in groups at the beginning of each year and individually throughout the year.

Types of Services. Several types of services are provided by the library. In order to support the curriculum and information needs of faculty and students, the library staff carries out several functions:

(1) Providing materials (including books, periodicals, nonprint media, and ephemeral material) through their selection, acquisition, cataloging, and classification.

(2) Aiding students and faculty in gaining access to materials through instructional tours, individualized training, and reference service.

(3) Encouraging use of materials through displays, announcements, and bulletin boards, and through the arrangement of materials in an easily accessible pattern.

(4) Aiding faculty and students in the use of non-print media.

(5) Encouraging patrons to ask for help when needed.

(6) Providing several media services: photocopying for students, showing films and videotapes, videotaping, cassette duplication, and training faculty

in the use of equipment and audiovisual production.

The library supports the religious goals of the College by providing patrons with access to religious books and non-print materials, mending hymnals used in religious services, closing during religious services, and indexing a locally published periodical for the Christian College Librarians' Index of Selected Religious Periodicals. The constituency of the College and the local community are also benefited by the library's providing limited circulation privileges to alumni and ministers in the area and browsing privileges to others who request them.

In addition to these functions, the library is involved in the Hunter Oral History Library Program. As outlined by the Hunter Oral History Library Committee, faculty and friends of the institution conduct interviews of people knowledgeable in the areas of local history and the history of the churches of Christ in the area; the interviews are then transcribed and compiled according to subject. Each year, a different topic is emphasized, until each subject is thoroughly documented. Current subjects being researched are the history of education in the county and the development of local congregations of churches of Christ. Tapes and equipment for the program are provided and housed by the library, and the transcripts will be outlined and eventually indexed.

Current Size and Holdings

Space Description. The library contains a total of 4,535 square feet including 3,967 square feet of public floor space, 407 square feet of office and workroom space, and 161 square feet of space for non-print media. The seating capacity is 120, which is equal to 46% of the student body. Included in the 3,967 square feet of floor space is a periodicals storage and conference room of 167 square feet, a free-standing reference section, a current periodicals reading and lounge area, 17 individual study carrels, and 16 reading tables.

The maintenance of books and shelves has been excellent, and the maintenance of the facility is more than adequate. The top shelves of the regular stacks are too high for the average student to reach; this problem will be lessened this year by the addition of several safety ladders. Several water leaks from air conditioning units and plumbing in the ceiling have threatened the library in the past few years, but disaster has been avoided by early detection in all instances, and a schedule of preventive maintenance is now in effect.

Indexes. The library's index collection has been updated by the recent addition of the Humanities Index, Old Testament Abstracts, New Testament Abstracts, and back volumes of Essay and General Literature Index. Reader's Guide to Periodical Literature and the Christian College Librarians' Index (a computer-produced index of periodicals published by churches of Christ) are still received as well. The Index to the New York Times, the Index to Religious Periodical Literature, and the Facts on

File retrospective indexes are in the process of being acquired.

Volumes and Periodicals. As evidenced on Data Form E, the library has experienced healthy growth in the past five years and over the course of its history as well. The total number of equivalent volumes is 31,400, with 19,773 books, 134 periodical subscriptions (95 of them paid), 5 newspapers, 1,600 volumes of periodicals (100 of them hardbound), 3,873 microforms, 4,220 non-print or audiovisual materials, and 170 government documents. Long-range plans for collection development are discussed later in this section.

Library Holdings Compared to Curriculum Offerings and Library Shelf List. The following chart demonstrates the percentages of volumes according to subject areas and in relation to the relative emphases of curriculum offerings. It might be noted that other factors which could be used in determining desired levels of holdings include the number of students enrolled in each area and whether courses in the area are required or not; the latter is included in the chart.

Areas where more emphasis is needed seem to be math, fine arts, and business; literature, the social sciences, and history are amply supplied.

Classification Nos.	Subject(s)	Credit Hours Offered	Credit Hours Required	% of Offerings	% of Holdings
000-099	Journalism (includes bibliography & general works)	5	0	1.2	4.47
100-199	Philosophy Psychology	20	0-3	4.6	2.92
200-299	Religion	134	12	31.2	21.45
300-399	Phys. Ed., Government, Economics, Sociology, Social Science, Psychology	30	0-3	7.0	15.26
400-499	Language, Communication	17	0	3.9	1.27
510-519	Math	30	3	7.0	1.38
500-509, 520-599	Natural Science	40	0-8	9.3	6.29
600-699	Business, Secretarial Science, Nutrition	49	0	11.4	4.98
700-799	Drama, Music, Art, Phys.Ed.	64	4	14.9	4.06
800-899	Literature, Speech, Composition	28	9-15	6.5	18.40
900-999	History (includes Biography)	12	6	2.8	19.52
	TOTAL	429		99.8	100.00

Growth Pattern 1960-1982.

The following table illustrates the growth of the library since the school's beginning. The first four years saw a gradual organization of the library, and detailed statistics were first gathered in 1964. The figures represent the averages of each five year period.

Years	Vols. Held	Vols. Added	Pd. Subs. to Periodicals	Circulation	Materials Budget
60-64	3,180	--	45	690	$ 1,715
65-69	8,208	1,779 per yr.	71	5,471	7,895
70-74	14,259	700 per yr.	85	5,920	2,638
75-79	17,397	863 per yr.	79	16,882	5,088
79-80	19,430	725	80	27,512	9,936
80-81	19,716	850	83	20,560	12,815
81-82	19,773	1,080	95	20,867	$21,925

The large average from 1965-1969 is due to the 4,050 books added during 1966-1967. Only cataloged and processed volumes are included in the number of volumes added.

Budget and Usage Data

Budget. The library's budget has been inordinately low in the past but has slowly and steadily grown, with a large boost in 1981-82 of approximately $20,000 for accessioned materials: $14,000 of this was spent for religious materials and the bibliographic tools necessary to acquire and catalog them; other subjects were kept up-to-date through the acquisition of materials at a pace similar to that of the previous year. Greater support is still needed for the library to reach a commonly recommended 5% of the institution's general operational budget.

Data Form E illustrates the specific funds allocated to each item in the library's budget for the last three years. Title II-A grant funds continue to be received, but the amount has been cut back each year. Of the amounts spent each year for accessioned materials, the following funds came from Title II-A grants: in 1979-80, $3963; in 1980-81, $1900; and in 1981-82, $1200.

Although grant funds for materials have decreased, the Title III Strengthening Program grant which the College has been awarded will help to broaden the library's media services and other information resources by providing for a Coordinator of Learning Resources, a faculty resource center for professional development, and a career information center for students, as well as additional media equipment, facilities, and services, including computer-assisted instruction and telecourses.

Usage. Use of the library has also expanded with the introduction of new types of materials and services. Faculty encourage the students to use the library's resources by

instructing them in this use and requiring evidence of use. The administration, in turn, encourages the faculty to make use of books, media, and instructional materials both in and out of the classroom: in August, 1981, the subject of the three-day Faculty Workshop was a focus on the library and the faculty's relationship with it, and a faculty shelf in the library workroom is stocked with materials of special interest to faculty.

Students' use the library for research, class assignments, and their personal information needs, such as self-help amusement, and career information. Although book circulation has declined over the past two years, use of audiovisual materials has increased with the new emphasis the faculty has placed on variety in teaching and learning, and overall circulation has increased slightly over last year. An effort is also being made to reinstate former, more accurate methods of keeping circulation records. Faculty members use the collection in selecting books for their class bibliographies, preparing outside reading assignments, and conducting research in their fields. For in-depth research they are able to take advantage of the larger research libraries in the region.

Policy. Both faculty and students have an influence on the policies and priorities of the library. New policies are discussed in faculty meetings before being instituted, and students make their views known through the Student Government Association and other means such as periodic questionnaries prepared by the library director.

Other Facilities Available

Ohio Valley College is served by the West Virginia Library Commission. The Commission is a model state library agency and a forerunner in the field, initiating programs designed to keep librarians up to date with new technologies and providing a structure for cooperation between all of the libraries in the state.

Interlibrary loan is one avenue of cooperation regulated and promoted by the Commission, which provides free of charge a union list of all books and periodicals available in the state, sending the list on quarterly microfiche; and faculty and students are encouraged to take advantage of this service. Public access to the microfiche will be provided beginning with the summer term of 1982.

There are two public libraries in the area--the Parkersburg and Wood County Library, housing 75,000 book volumes, and the Vienna Public Library, housing 19,000. Faculty use both print and non-print materials from these libraries in course preparation and instruction from time to time; students use the facilities for recreational reading and research.

As for the larger academic libraries in the area, nearby Ohio University's library can be used by faculty, in addition to the libraries at Marshall Uni- and West Virginia University, especially since it is common for the faculty to take courses from these institutions. Locally, Parkersburg Community College has resources of 35,000 book volumes available to students and faculty.

Needs and Plans

The library administration participates in long and short-range planning in relation to facilities, materials, and services. In each of these areas, there are several felt needs and plans to alleviate them.

As the college's enrollment increases and the collection grows, there is an increasing outward pressure on the present facility. Space for group study and conferences in the Goodpasture room will be eliminated in 1982-83, as the periodicals will require more shelves, and the addition of shelves to the main floor area in 1981 took up much of the once-ample floor space.

Room 125 needs to be annexed to provide more space for periodicals and audiovisual materials and equipment; this would release the present periodicals area (the Goodpasture room) for group and microform use. As for book volumes, no more than 12,690 can be added to the present floor area; therefore, by 1987 an addition which would provide both shelf space and reading space will need to be made to the facility, possibly by extending the present patio area. Figures and other projections for the library facility are outlined in "Ohio Valley College Library Facility Needs, Projections, and Proposals 1981-2006," which is the basis for the Master Plan projection.

A long-range goal for collection development has also been set. With the concurrent growth of the school's curriculum, the collection should reach a size of 85,000 volumes by 2006. Materials need to be added at the rate of 2,000 volumes per year until 1986 and 2500 per year thereafter in order to reach this goal. Since 1969, library materials have increased in cost more than twice as fast as the costs of food and housing; there is a need for continued increases in the materials budget in order to keep up with rising costs, as well as to reinforce subject areas emphasized in the curriculum.

Bibliographic tools for the selection, acquisition, and cataloging of materials have been acquired during the past year, including Machine-Readable Cataloging (MARC) from Library of Congress, received quarterly on microfiche. However, more back volumes of such tools as Cumulative Book Index, American Book Publishing Record, and subject bibliographies need to be added in order to bring the collection up to date.

Most of the periodical collection is in need of binding. The 1982-83 budget includes $1330 for binding; this will provide a start for the project. Back issues of periodicals and the New York Times need to be added to the microfilm collection as well.

Needs in the realm of library services include three major areas: technology, media, and policy-making. The library has recently been granted a share in the use of the college's automatic typewriter to speed the production of catalog cards; this should help to alleviate the 1800-volume backlog of uncataloged titles, until the point at which the library will be able to join the OCLC network or automate on a

larger scale.

With the installation of computer equipment for the College, it is hoped that the library will be able to automate some of the acquisitions process; the circulation system is also being reviewed to provide more efficiency, and it should probably be automated whenever possible. Within three to five years (if not sooner), a microcomputer should be acquired to aid in record-keeping and word processing, as well as other functions. Also in need of implementation is a plan to microfilm the library's shelf-list and records, as a backup in the event of a disaster, although a record of our holdings is available from the West Virginia Library Commission.

In order to provide more services in the area of media and learning resources, an additional staff member is needed, in addition to expanded facilities and more materials. As has been mentioned, it is hoped that the receipt of a government grant will provide for this position. Another staff position that will need to be filled within the next ten years is a technical services librarian to be in charge of cataloging and serials. Finally, library policies need to be outlined and approved in written form--a process that is taking place now.

III. INSTITUTIONAL ADVANCEMENT

Since 1975 the Vice President for Institutional Advancement has had managerial responsibilities for publicity/public relations, admissions, and fund-raising. The advancement staff consists of twelve full-time and three part-time employees; the full-time personnel include five in development, five in admissions, and two in publicity/public relations.

Publicity/Public Relations

Publicity. The Director of College Relations is assisted by a part-time writer, a part-time secretary, and some work-study students. The director's skills have provided the College's constituency with more publications and a higher degree of professional journalism. When printing contracts are let out, all work is presented to the printer "camera ready" by using an AM5101I computerized phototypesetter.

The director is responsible for editing six issues of Take Thought, the College's chief house organ, and four issues of Highlights, a quarterly admissions newsletter. He is responsible for typesetting and some of the writing in other publications, such as the annual Report of the President, the Student Handbook, the College Catalog, and various admissions, fund-raising, departmental, and special program brochures.

The office of College Relations is also responsible for news releases to local and students' home-town papers and other media, for planning and organizing news conferences and other media announcements, and for special institutional research projects involving the College's publications. The director also sponsors the College yearbook, in connection with which he teaches a one-hour journalism course each semester.

Public Relations. Public relations is seen at Ohio Valley College as the responsibility of each employee. The most highly visible goodwill ambassadors for the College are the President and the Institutional Advancement staff as they travel regularly in fund-raising and admissions activities. Many special seminars and workshops both on and off campus serve to enhance College relations with special groups within the constituency.

Institutional ties are strengthened by the annual President's Report Dinners held in key cities throughout the constituency and by special events on campus. In spring, 1982, the annual homecoming festivities brought over 200 alumni to the campus for a weekend of activities that included "Expressions," an all-student produced and performed musical extravaganza, and an alumni banquet that served as a reunion for nearly 20% of the alumni constituency. An additional alumni activity was the Alumni Family Week-End in May, 1982. This new event is designed to encourage alumni to bring their families to the campus and spend the week-end housed in dormitories and engaging in many family-oriented activities. These included special Friday evening and Saturday morning sessions in which personal and family relationships were discussed.

One of the most popular and fastest growing public relations events is the annual Ohio Valley College Board of Trustees Invitational Golf Tournament, which has grown in four years from an attendance of 62 to 172 in the fall of 1981.

Student Recruitment

Admissions Staff. Ohio Valley College has a stable, dedicated, and experienced admissions staff. The Director of Admissions, who served as an admissions counselor for three years and has been director for five years, is assisted by a secretary who has been there for nine years, and by one part-time and three full-time counselors; the shortest tenure of any counselor is two years.

Division of labor in admissions is accomplished by the director's assigning each adminsions counselor a territory in which he becomes the primary link between the College and the student and his family. The director has a smaller territorial assignment and stands ready to assist the others with special needs or problems.

Early Recruitment. In the past, recruitment was concentrated on the next freshman class, but more and more emphasis is now placed on recruiting students during their junior year in high school. Data indicates that better students make their college plans early, and so OVC initiated an effort in January, 1982, to recruit juniors. By June 1, 1982, 62 juniors had applied for admission for fall, 1983, giving the admissions staff a head start on the 1982-83 recruiting year.

Group Efforts. With a growing need to expand the borders of the primary recruiting area (Ohio, West Virginia, and Pennsylvania), more group recruiting will be done. Such efforts have proven successful in the past, and in the 1981-82 recruiting year more emphasis

was given to such efforts as regional high school days on campus. The major fall high school day brings 700-800 high school students to the campus each year.

Individual Contacts. The College prides itself in individual contacts with students. An admissions counselor will visit at least once in the home of 85-90% of the incoming freshmen in any given year. Regular contact with prospective students is maintained through a well-orchestrated direct-mail effort, which includes a quarterly bulletin to every high school student on the mailing list.

Once a student has made application, constant contact and follow-up is made by phone and by a series of letters from various members of the faculty and staff, including the College president and the president of the SGA. Ohio Valley College believes in the importance of the student. This philosophy is advanced from the very first contact with the student until he or she graduates, and continues with alumni.

Fund-Raising

An administrative reorganization in 1975 brought an experienced fund-raiser to the position of Vice President for Institutional Advancement, and 1977 began the tenure of a President who is fund-raising and public-relations oriented. Their efforts in fund-raising, along with good management of funds by the entire administrative team, have resulted in the College operating in the black each year since FY 1977.

Philosophically the college's fund-raising program is an ongoing process. The belief that friend-raising precedes fund-raising has paid dividends. The establishment of a broad base of support is deemed vital to the institution's success. Over 5,000 different donors have contributed to the College in the last five years. In any given year the number of donors ranges from 3,500 to 4,000. During the past fiscal year (FY '82), over 900 new donors were added to the files.

Ohio Valley College has operated without a deficit for the past six years. While planning and hard work by the fund-raising staff is important, the real thanks for success goes to volunteers, including board members, faculty and staff, students, Stepping Stones members, Junior Boosters and others who have participated with the staff in fund-raising efforts.

Sources. Sources of unrestricted gift income have come primarily from individuals, businesses, corporations and foundations, and organizations.

The table below reflects the fund-raising efforts during the last five years. This does not reflect the number of people who have included the College in their wills, a source that is next to impossible to calculate. Total gift income for the five-year period is $2,876,799 plus the unitrusts which total $1,065,120.

GIFT INCOME

	FY'78	FY'79	FY'80	FY'81	FY'82
St. Stones	$ 68,599	$ 69,322	$ 73,626	$ 83,140	$ 101,808
Matching	4,318	12,871	13,888	16,251	39,212
Memorials	1,365	2,026	2,475	4,461	5,236
LEA/FOF	66,588	111,491	112,055	115,175	77,139
Sp. Camp.	41,000	116,292	75,451	60,271	299,036
WVFIC	7,500	13,985	27,727	27,662	31,251
Other	145,458	492,697	35,063	149,473	62,321
Gifts In-Kind	387	7,532	84,827	-	213,497
Total Unrestricted	335,215	826,216	425,112	456,433	829,500
Restricted	130	1,000	590	510	2,093
Total Gift, Income	$335,345	$827,216	$425,702	$456,943	$831,593
Transferred to Other Funds by Board	-41,000	-444,446	-	-	-
	$294,345	$382,770	$425,702	$456,943	$831,593
Irrevocable Unitrust(s)					1,055,000
					10,120
				TOTAL	$1,896,713

Annual Fund. The traditional three kinds of gifts (annual fund, capital, and deferred) are solicited each year. The annual fund is the primary responsibility of the two development representatives. Annual fund gifts come in the form of monthly, quarterly, semi-annual gifts, pledged on a three-year basis. Likewise, the College has an annual fund drive each year to solicit one-time gifts. This particular effort has been during the spring of each year. However, it had been the desire of the staff to move that campaign to the fall of the year. A challenge gift in the fall of 1981 made it possible to achieve that goal. A donor gave a gift of $1,000,000 in trust, challenging OVC to raise $500,000 from the rest of the constituency by December 31, 1981. The challenge was met and the annual spring campaign was effectively moved to the fall. It was this effort that was the catalyst for the 900 new donors.

Capital and Deferred Gifts. Capital gifts and deferred gifts, while the primary responsibility of the president and the vice president for institutional advancement, are also solicited by the development representatives. In the last five years

a dining hall, student center, and women's dormitory have been constructed. Gifts have been received in sufficient sums to name the Fox Dining Hall and the Stanley Student Union. Other such gifts are being sought to name other buildings on the campus.

As a result of a special deferred giving seminar attended by the entire fund-raising staff, a great deal of emphasis is presently placed on wills and bequests, trusts, and other forms of deferred gifts. The $1,000,000 unitrust, along with an additional $211,000 in gifts, are directly traceable to principles learned at the seminar.

Alumni Fund-Raising. A key group in any institution's fund-raising efforts is its alumni. Ohio Valley College's alumni constituency is young and small, numbering about 1200, and ranging in age from 20 to about 40. The first ever fund-raising effort directed at the alumni was conducted in the fall of 1980. The response was most gratifying. Of the 480 alumni contacted, 37% made a positive response totaling nearly $63,000 for an average gift of $354, or slightly less than $10 per month for the 36-month pledge period.

Volunteer Groups. It would be unthinkable to discuss fund-raising at Ohio Valley College and not mention some very special groups within the constituency. The College emphasizes the family concept. That concept is deemed important in fund-raising, also.

For instance, the Board is challenged to see the importance of their setting the pace in giving, as well as pointing the staff to others who have potential. In the last five years members of the Ohio Valley College Board of Trustees have given a total of $207,840. In the first five months of 1982 the Board contributed $64,217, or nearly one-third of what had been contributed in the previous five years. This amount does not include trusts or bequests which the Board has established through wills or in living trust documents.

Likewise, the faculty and staff are deemed important entities in the fund-raising arena. Though underpaid, the "family" commitment is reflected in the giving of the faculty and staff. In the last five years a total of $50,205 has been contributed, in addition to untold hours of work and service.

Included in volunteers and family of OVC are the approximately 1500 ladies who comprise the Stepping Stones for Ohio Valley College. Established in 1959, almost one full year before any students ever arrived on the campus, this women's auxiliary has been responsible for raising $855,925 for the college. The 1981-82 year was the most successful, in which they raised a combined total of $101,808.

Continuing Efforts

Every year, as soon as a new freshman class is recruited and gift income needs are satisfied, the process begins again immediately. Everything in the advancement area must be done with an eye to the future, looking always to improve on the past.

Service. With its motto, "Educating to Serve," the College stands ready to fulfill that aspect of its mission. Special seminars and workshops, both on and off campus, are but one means of achieving this goal. The annual Bible lectureship, the availability of College personnel for special speaking engagements, and the use of student performing groups such as the Sunshine Express, A Cappella Singers and Pied Pipers, show evidence of the service concept. One very popular service offered by the College in recent years has been a free estate planning service. Calls for assistance come more frequently than the staff can fill as effectively as desired.

Communication. In an effort to improve communication with the constituency, the College has gone to a bi-monthly, tabloid format for the Take Thought, the College's chief house organ. One program a year is provided by the College to each of the twenty chapters of Stepping Stones. For example, with the recent cutback in financial aid the Director of Financial Aids visited each of the chapters in 1981-82 to explain the cuts and to attempt to alleviate any over-reaction to the cuts and to College costs.

Since 1976, when the College initiated its "Report of the President" dinners in about eight cities, growth, both in the number of cities (now 14) and the number present at each dinner, has been significant. In addition to the president's message, each person in attendance is given a copy of the annual Report of the President, a written summary of the activities of the past year.

Evaluation and Needs

Growth in various areas of institutional advancement is evident and speaks for itself. The new cafeteria and student center, the new dormitory, and the $3.1 million (not including the $1,000,000 unitrust) raised, all since 1977, are measures of success. Growth in student body size and in programs have accompanied financial growth.

Planning. There is a need for precise planning for the future, both to meet enrollment projections and to raise necessary funds. It is necessary to plan and execute a successful 25th anniversary celebration and fund-raising campaign for the 1984-85 school year. This effort will consume considerable time and is already underway with the work of the 25th Anniversary Committee. In addition to many special events on campus that year, the College has commissioned a faculty member to write the history of the College's first 25 years--volume one in a series of anticipated 25-year histories. This history will add to the data base that can be used for future planning.

Planning. OVC's enrollment has exceeded the 1977 projections every year since then, with 262 last fall when 260 was projected. To continue to meet enrollment projections is a challenge of which the admissions staff is fully aware. Given their track record of the past, it seems plausible to expect them to continue to meet their goals. Given the declining student pool, increased

effort will be called for in recruiting to accomplish this.

Space. One problem in institutional advancement is the lack of space, and especially space that would allow the entire staff to be better arranged physically for managerial efficiency. The Vice President for Institutional Advancement is in a different building from the College Relations Office and on the opposite end of the same building from the Admissions Office.

This space problem is shared with all College personnel: office and work space is needed for faculty, administration, and staff alike. The library needs more space, and more classrooms are needed. The Master Plan for the campus speaks to this issue, as will be noted in Chapter 10.

Computerization. Records need to be computerized in admissions and fund-raising, in business office operations, and in the registrar's, dean's, and student affairs offices.

Admissions and fund-raising data are being fed into the new IBM word-processor, which will enhance communications with prospective students and donors and also allow quicker analyses of effectiveness of recruiting and fund-raising efforts through a reporting system programmed into the equipment. This same capacity is needed in other offices as well, and more accurate and more complete data is needed about OVC's constituency and students.

V. SUPPORTING CONSTITUENCY

Numbers and Geographic Areas

Ohio Valley College primarily serves the constituency of the churches of Christ within an approximate radius of 200-250 miles, which includes West Virginia, Ohio, western Pennsylvania and northern Kentucky. Approximately 80% of the students are from West Virginia and Ohio. Since 1975 the College has worked to broaden its out-reach and, as a result, annually enrolls students from 15 states and two to four foreign countries.

Members of the churches of Christ number 40,000 in the primary service area. Of that number, approximately 7-10% contribute to the College annually. This represents a significant increase since 1977, when only about 1½-2% of the constituency contributed to the College annually. Even though there is a decline in the number of 18-year-olds, the Ohio Valley College student pool, (high school sophomores, juniors and seniors, from the area that we primarily serve) has grown to more than 6,000. In any given year, approximately 1,500 to 1,800 are members of the graduating class.

Cultural, Religious, and Financial Backgrounds

The primary constituency served by Ohio Valley College consists of rural, fundamentally conservative, middle-class

people. Therefore, the task before the College is the recruitment of students whose parents did not attend college, and who often see little need for their children to attain a college education. During the 1981-82 year, 71% of the enrolled students came from homes where neither parent had ever attended college.

With such a constituency, the task before the fund-raising staff is to constantly broaden the base of support. Relatively few members of the constituency are people who would be identified as wealthy or even well-to-do. While there are some such prospects who have the ability to give larger sums of money, it is recognized that much of the money for capital expansion will no doubt have to come from outside the service area. Increased efforts in the area of estate planning and trust instruments have met with success as evidenced by the College's gifts in the last few years to name two of the three new buildings.

Churches and Preachers

Within the primary area serviced by the College there are approximately 800 churches of Christ and 400-500 preachers. The shortage of preachers indicates a need for a school like Ohio Valley College in the greater Ohio valley. The number of alumni preaching is an impressive figure and must continue to grow. Such growth is expected to increase with the four-year Bible program in place on the Ohio Valley College campus. The congregations in the primary service area consist on the average of about 50 members, making a total of some 40,000 constituents.

The importance of the preacher in the congregations of the churches of Christ cannot be underestimated. In recognition of this, one of the most active groups for the College is the President's Ambassadors for Christian Education (PACE), a group of preachers selected by the president to come to the campus twice each year for informational meetings and to carry the message of Ohio Valley College back to their local congregations.

Supporting Organizations

A description of the major organizations supporting Ohio Valley College has already been given, but will be expanded in a later chapter in conjunction with future needs to fulfill the future projections. These organizations include Stepping Stones, Athletic Boosters, President's Ambassadors for Christian Education, and the President's Advisory Council.

III. FINANCIAL RESOURCES

A strong financial base as well as tight fiscal management are essential elements in the operation of Ohio Valley College, which depends greatly on individual donations.

History

Since being incorporated February 28, 1958, the College has experienced more surplus than deficit years. The last six fiscal years (FY 1977 through FY 1982) have all ended with small surpluses.

An annual audit by independent CPA's is essential to assure everyone that accurate recording of the year's transactions has taken place. Unqualified audit opinions have been rendered by outside firms for FY 1958-60, FY 1964, and FY 1976-82.

Budgets

There are several aspects of budgeting that contribute to a strong process. The basic chart of accounts should be detailed enough so that each income and expenditure classification has its own specific account name and number. The present chart of accounts was set up in the 1975-76 fiscal year following the guidelines of the AICPA (American Institute of Certified Public Accountants) and NACUBO (National Association of College and University Business Officers).

Initial and continued input by all employees with budget responsibilities is perhaps the most important ingredient in a successful budget procedure. The details of this aspect can be seen in the following step by step discussion.

(1) In the first part of February, the work on the next fiscal year (June 1 - May 31) begins. Each faculty or staff person responsible for a group of accounts (hereinafter called "originator") receives budget input forms which have past account activity detailed. He is asked to enter his itemized requests for the new year.

(2) The originator meets with his administrator to discuss his budget. The administrator then forwards that request to the Vice President for Finance who assembles all of the budget input sheets together into a proposed budget binder.

(3) The five administrators meet, evaluating and revising the figures in the proposed budget binder until the budgeted income is the same or more than the budgeted expenditures. Basic to this discussion are decisions about salary increases, student fee increases, and projected enrollment.

(4) The proposed budget is presented to the Finance Committee of the Board of Trustees which in turn recommends it to the full Board for their approval in March.

(5) The College works under this approved budget until the fall enrollment is completed. However, since the enrollment is uncertain on August 1 (the beginning of the contract year), letters of intent are signed with the employees well in advance of the coming year. Salary increases are not announced nor are specific contracts issued until the budget is revised in September.

(6) The revision process which reflects changing circumstances is essentially the same as the original procedure. Once the administrators and Board approve it, the revised budget is then to be followed through May 31 of that fiscal year.

The final and obvious part of the budget procedure is the accurate classifying, recording, and reporting of the various income and expenditure items into their proper accounts. The business office handles this

duty in an efficient manner even though it is neither automated nor computerized. Flexibility between budget accounts and timely communication with the originators is the key to the budget control for which the Vice President for Finance has primary responsibility.

Due to the fact that the employees and budget originators cooperate so well in controlling their own budgets, the actual operating fund expenditures total has been under the budget total for five of the last six years. This accomplishment is evidence of good budget control and to a certain extent assures that the future budgets will be managed in a sound fiscal manner.

Budget Increases

Because the College has been expanding most of its operations during the past five years, the total budget has increased significantly. The following is the list of the last five years' total budgets with the percentage increase over the previous year noted.

Year	Total	Increase
1977-78	$ 869,666	35%
1978-79	1,089,477	25%
1979-80	1,396,676	28%
1980-81	1,545,666	11%
1981-82	2,016,977	30%

Even though the budget will continue to increase, it is believed that the proportionate increases will be much smaller in the future. This is discussed in more detail in Chapter 10.

Financial Reports

Detailed financial reports of the past five years are presented on page 85 to make it possible to evaluate at one glance the fiscal stability of Ohio Valley College.

The operating fund (entitled officially "Current Unrestricted Fund") is where most of the activity takes place.

Revenue for Operations. Several detailed tables extracted from the operating fund five-year table on page 85 will provide more specific information that will be helpful in understanding the financial resources of the College. Four major income categories together comprise about 85% of the operating budget. They are tuition income, dormitory rent, student board fee, and gift income.

TUITION INCOME

Year	Tuition Per Cr. Hr.	% Annual Incr.	Total Tuition	Total FTE
1977-78	$42.00	9.1	$233,175	372
1978-79	45.00	7.1	313,401	470
1979-80	49.75	10.6	399,758	542
1980-81	55.00	10.6	421,595	529
1981-82	60.00	9.1	454,504	516

DORMITORY RENT

Year	Rent Per Sem.	% Annual Incr.	Total Rent	Total Resid.
1977-78	$220	10.0	$65,667	295
1978-79	240	9.1	92,384	381
1979-80	265	10.4	119,814	454
1980-81	300	13.2	127,104	428
1981-82	340	13.3	141,684	425

CURRENT UNRESTRICTED FUND
ACTUAL REVENUE & EXPENDITURES
1977-78 thru 1981-82

REVENUE	1977-78	1978-79	1979-80	1980-81	1981-82
Student Tuition and Fees:					
Tuition	$233,175	$313,401	$399,758	$421,595	$454,504
Other Fees	31,350	39,496	56,515	70,710	69,602
Endowment & Annuity Inc.	3,370	2,926	42,493	49,971	51,614
Gift Income	335,215	826,216	425,112	456,433	829,500
Sales & Services of Aux. Enterprises:	3,396	4,201	11,857	14,181	11,578
Dorm Rent	65,667	92,384	119,814	127,104	141,684
Board Fees	126,804	179,110	241,581	259,781	277,674
Other Sales	42,558	57,177	64,833	81,570	85,586
Other Sources	14,166	23,855	23,650	137,933	135,050
Total Income	$855,701	$1,538,766	$1,385,613	$1,619,278	$2,056,792
EXPENDITURES					
Instructional	$105,633	$150,908	$180,372	$ 211,802	$ 253,485
Academic Support	17,364	47,883	50,943	54,648	88,108
Student Services	106,897	120,425	138,648	173,010	209,478
Institutional Support	240,814	261,693	338,017	402,413	491,020
Employee Benefits	39,598	51,854	63,121	77,750	103,797
Oper. & Maint. of Plant	67,195	85,290	121,052	122,919	128,507
Scholarships	26,838	43,209	40,201	42,326	42,920
Educ. & Gen. Transfers	29,083	42,599	81,500	196,629	337,361
Auxiliary Enterprises	173,571	280,562	363,638	401,644	352,283
Other Transfers	40,909	444,446	135	(65,177)	45,192
Total Expenditures & Transfers	$847,902	$1,528,869	$1,377,627	$1,617,964	$2,052,151
Net Increase in Fund Balance	$ 7,799	$ 9,897	$ 7,986	$ 1,314	$ 4,641

STUDENT BOARD FEE

Year	Board Per Sem.	% Annual Incr.	Total Board	Total Resid.
1977-78	$440	10.0	$126,804	295
1978-79	480	9.1	179,110	381
1979-80	550	14.6	241,581	454
1980-81	625	13.6	259,781	428
1981-82	680	8.8	277,674	425

BASIC TWO SEMESTER COST FOR RESIDENT STUDENT
(Tuition, Room, Board, & Std. Fees)

Year	Total	% Annual Incr.	Cons.Price Index
1977-78	$2,788	9.9	7.0
1978-79	3,004	7.7	10.8
1979-80	3,346	11.4	14.4
1980-81	3,750	12.1	9.8
1981-82	4,114	9.7	6.7

TOTAL UNRESTRICTED GIFT INCOME

Year	Total	Less Transfers	Net After Transfers	% Ann. Incr.
1977-78	$335,215	$ 41,000	$294,215	25
1978-79	826,216	444,446	381,770	30
1979-80	425,112	--	425,112	11
1980-81	456,433	--	456,433	7
1981-82	829,500	--	829,500	82

Ohio Valley College has been successful during the last five years in raising more than was necessary for operations. During the 1977-78 year, the Board designated that $141,000 be transferred to the Plant Fund for capital expansion, namely the Fox Dining Hall. Also, $43,698 was transferred for the same reason in 1978-79. During the 1978-79 year, $400,748 was designated by the Board to be transferred to the Endowment Fund to be set up as quasi-endowment. Therefore, the Board was at liberty to transfer $65,177 out of that fund to the Current Unrestricted Fund in the 1980-81 year. In turn, they transferred $45,192 back to the Quasi-Endowment Fund in the 1981-82 year.

Expenses of Operations. Most categories in the Current Unrestricted Fund expenditures, as percentages of the total, have remained about the same over the past five years. One area that has declined significantly is the scholarships. However, the endowed scholarships have increased over the years, and definite increases in institutional funds are budgeted for the 1982-83 year. Both of these points are noted further in the following few pages.

The Educational and General Transfer category has greatly increased as a direct result of the debt service on Fox Dining Hall, Stanley Student Union, and New Women's Dormitory. Accordingly, since there is now no need to rent facilities off campus, the Auxiliary Enterprise section has decreased percentage-wise.

These percentage comparisons are easily seen in the chart at the top of page 87.

Student Financial Aid. Ohio Valley College participates in all of the federal and state student financial aid programs, and provides institutionally-funded scholarships. Financial

CURRENT UNRESTRICTED FUND

EXPENDITURE COMPARISONS

	FY 78 1*/2*	FY79 1*/2*	FY 80 1*/2*	FY 81 1*/2*	FY 82 1*/2*
Instructional	13/31	14/43	13/20	13/17	13/20
Academic Support	2/35	4/76	4/6	3/7	4/61
Student Services	13/28	11/13	10/15	10/25	10/21
Institutional Sup.	30/28	24/9	25/29	24/19	24/22
Emp. Benefits	5/5	5/31	5/22	5/23	5/34
Operation & Maint. of Plant	3/4	4/61	3/7	3/5	2/1
E & G Transfers	4/10	4/46	6/91	12/141	17/72
Auxiliary Enter.	22/33	26/62	5/30	23/10	19/12

1* Percentage of total (expenditures plus educational & general transfers).

2* Percentage of increase from previous year.

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aid is of utmost importance to the institution as indicated by the fact that during the last three years, over 90% of our student body received some form of financial aid.

The chart at the top of page 88 displays the total expenditures and the percentage of the student body receiving funds for the last five years.

Given the recent reductions in the federal and state student financial aid programs and the realization that the funding will not be increasing in these programs in the near future, the institution has been involved in serious evaluation of the future of financial aid at Ohio Valley College.

The result of this evaluation is a determination to look to other sources for funding student aid programs. During the 1981-82 school year, the institution made application and will receive approximately $45,000 from the Claude Worthington Benedum Foundation to be used during the 1982-83 school year to supplement student financial aid.

In addition, the institution is attempting to open up opportunities for students for part-time employment through local businesses. Funding for the institution's scholarship program is being increased from $46,700 (the 1981-82 level) to $100,300 for the 1982-83 year in order to attract better students and to offset some of the reductions in the federal and state financial aid programs.

The institution is also discussing ways of increasing the endowment for the purpose of supplementing student aid.

TOTAL EXPENDITURES BY PROGRAM FROM 1977-78 THROUGH 1981-82

	77-78		78-79		79-80		80-81		81-82	
	1*	2*	1*	2*	1*	2*	1*	2*	1*	2*
Pell (BEOG)	$49,579	31%	$80,845	37%	$164,169	59%	$156,762	59%	$146,414	56%
SEOG	17,653	28%	20,430	21%	37,201	30%	29,844	31%	38,616	34%
CWS	38,679	47%	63,513	47%	85,105	57%	99,067	62%	88,536	54%
NDSL	54,411	44%	74,756	45%	72,178	44%	83,705	41%	57,200	28%
GSL	32,300	11%	53,940	13%	88,750	16%	139,750	24%	186,619	31%
WVGP	33,044	14%	46,497	17%	52,232	16%	55,459	14%	72,067	16%
ACADEM. SCH.	14,182	26%	23,668	34%	26,283	31%	21,487	26%	23,360	29%
ATHL. SCH.	9,258	6%	12,740	5%	10,231	4%	9,699	4%	10,025	4%
MISC. INST. SCH.	6,440	12%	6,338	11%	9,655	8%	18,747	12%	18,502	15%
TOTALS	$255,546		$382,727		$546,104		$614,520		$641,339	

1* Amount of expenditures per program.

2* Percentage of student body receiving funds.

One method would be to place a certain percentage of all large gifts into an endowment for these programs, or to use the funds to hold back increases in tuition and fees.

For the last two years, the institution has made a concentrated effort to inform its various constituents of the financial aid programs and the application requirements. During the 1981-82 academic year, the Director of Financial Aid has spoken 18 times in three states describing financial aid opportunities at Ohio Valley College, and has written several articles for institutional publications.

Current Restricted Fund. This particular fund is relatively small. Besides scholarship funds, the College receives few restricted gifts. The major accounts in this fund are the Board of Trustees Golf Tournament, Expressions, Pied Pipers group, Convocation Committee, and the Elijah Peck Memorial Loan Fund. The following table gives one a quick glance at its activity.

CURRENT RESTRICTED FUND

Year	Income	Expenses	Inc. (Dec.)	Fd. Bal.
1977-78	810	981	(171)	1,554
1978-79	6,684	4,092	2,592	4,146
1979-80	3,694	4,347	(653)	3,493
1980-81	17,113	17,361	(248)	3,245
1981-82	18,416	18,104	312	3,557

Endowment Fund. Percentage-wise, the endowment fund is the area of the College's financial statement that has grown the most during the past five years. It has been designated by the Board as a Quasi-Endowment Fund so that the Board can transfer amounts from it to other funds as they determine the need.

ENDOWMENT FUND BALANCES

Year	Quais-Endow.	Endow. Schol.	Normal Endow.	Total
1977-78	$ --	$28,958	$5,000	$33,958
1978-79	400,748	34,430	10,000	445,178
1979-80	400,748	34,080	10,000	444,828
1980-81	325,970	39,237	20,000	385,207
1981-82	366,162	55,720	25,000	446,882

One goal of the institution is to encourage more giving to the endowment fund, both for scholarships and general endowment. As this goal is attained, more stability will be realized.

Annuity Fund. If a person desires to receive income from an amount of money during his lifetime, but wants it to be owned by the College now and after he dies, he can set up a revocable or irrevocable gift annuity. During the past five years, the development staff has been successful in obtaining several of these annuities.

A liability based on the donor's life expectancy also has to be set up on the books. The difference in the principal amount and liability is the fund balance. The following table illustrates the growth of this fund.

ANNUITY FUND

Year	Principal	% Incr.	Fd. Bal.
1977-78	$ 6,000	--	--
1978-79	116,199	1837	$41,504
1979-80	163,659	41	40,160
1980-81	175,564	7	89,264
1981-82	182,064	4	102,840

Unitrust. A unitrust is a legal instrument similar to an annuity. The College received a $1,055,000 unitrust and a $10,120 unitrust during the 1981-82 fiscal year.

By irrevocably donating appreciated assets to the College, the donor receives a tax deduction now and receives a set percentage of the unitrust principal each year for his and his spouse's life. Any income earned over that percentage is added back to the principal.

The College does not receive any income or principal from a unitrust until the donor and his spouse die. However, the College at that time will realize the accumulated principal and interest as an unrestricted sum to apply to whatever the Board designates.

Promoting this method of deferred giving, along with the writing of wills for individuals, will help insure the future stability of Ohio Valley College.

Plant Funds. In college and university accounting, fixed assets along with related liabilities, reserves for replacement, and debt retirement make up the plant funds. For ease of understanding, these funds have been combined in the chart on the following page.

PLANT FUNDS

Year	Total Assets	Total Liab.	Fund Bal.
1977-78	$1,507,516	$ 503,557	$1,003,959
1978-79	1,728,511	599,315	1,129,196
1979-80	1,969,350	689,109	1,280,241
1980-81	4,366,111	3,018,822	1,347,289
1981-82	4,383,431	3,016,413	1,367,018

The asset total on May 31, 1982 was composed of the following items:

Land	$ 91,476
Improvements	225,107
Buildings	3,021,800
Equipment	698,891
Library Books	83,808
Investments	62,349
Reserve for Debt retirement	200,000
Total Assets -	$4,383,431

In November 1980, the College borrowed $3,000,000 from 19 different banks through the Wood County Development Authority. The proceeds were used to build the new Women's Dormitory, pay off the debt on the Fox Dining Hall and Stanley Student Union, complete other improvements, and set up the $200,000 debt retirement reserve.

The note is for 26 years with a 10% interest rate. The yearly principal and interest payments are $327,132, and the outstanding principal balance on May 31, 1982 was $2,986,148.

Financial Position Summary. Since college accounting involves so many different funds, it is hard to see the total financial picture at one glance. However, by combining the fund balances of the individual funds just reviewed, (current unrestricted fund, current restricted fund, endownment fund, annuity fund, and plant fund) one can realize the true net worth of the College.

Combined Funds

Year	Total Fund Balances
1977-78	$ 963,405
1978-79	1,553,855
1979-80	1,710,539
1980-81	1,768,136
1981-82	1,868,070

Accounting Procedure and Audits

Most of the procedures that are now in effect in the finance and business office, to insure the accurate recording of all financial transactions, were set up when the present Vice President for Finance came to the College in the summer of 1975. These various procedures are, for the most part, detailed step-by-step in writing. At the present time, there are four full-time employees, two part-time clerks, and four part-time students working in these two offices.

Business administration theory suggests that in any business, the key to good internal control and accurate recording of transactions is the separation of duties. In a small operation this is usually difficult to ideally attain. However, because of the fact that there are several part-time persons working in the business office, a

good "separation of duties" situation does exist. An important feature is that the development office initially receives and records all gift income. Also the signature of two administrators is required on all checks over $10,000.

The various journals and the general ledger are set up so that even though the business office is not computerized, under normal circumstances a monthly statement can be issued within a week after the end of a month. These monthly statements are distributed to the Board and administrators.

Fund accounting procedures are followed by the College in preparing its financial statements. The guidelines set up by the AICPA and NACUBO have been incorporated into the accounting of the various funds.

From the time that the present Vice President for Finance came in June 1975, an independent CPA firm has audited the books and records of the College. They have rendered unqualified opinions as to the accuracy of the accounting records and have issued printed statements to that effect for those seven years.

The same CPA firm has also performed detailed audit of the College's Federal student financial aid funds for each of the last three two-year periods. These were performed following the specific Federal guidelines for these funds and unqualified opinions were also rendered on these statements.

PART III

EVIDENCE OF ACCOMPLISHING PURPOSES

Evaluative Criterion 3: "The institution is accomplishing its pusposes."

Chapter 7

ALUMNI ACHIEVEMENT

The Ohio Valley College faculty believes that the achievements of alumni deserve a prominent place in this Self Study, because they feel that product may be more revealing than process, and certainly more objectively measured in the evaluation of institutional goals. An attempt is made in this chapter to evaluate alumni achievement by reviewing data collected from alumni surveys and supplemented by information from the registrar's office.

For this purpose, all prior students who have taken 24 or more credit hours are counted as alumni. The data elicited in the surveys and presented here reinforces the belief that the College is achieving several of its objectives.

I. ALUMNI SURVEY PROCEDURES

Past Alumni Surveys

Surveys of OVC alumni have been made in 1973, 1977, and 1981. The survey forms used in these surveys were similar enough that data from all three can be compared, though some refinements have been made each time a new survey has been conducted. Questionnaires from all three surveys and cover letters from the 1981 survey will be found in Appendix D. The data used in this study are mainly from the 1981 survey, supplemented by some data from the 1977 survey. At times comparisons will be made with the 1973 survey data.

Current Survey

Mailings. The procedures used in the three surveys were essentially the same. In September, 1981, the questionnaire, a cover letter, and a business reply envelope were mailed to each alumnus who had taken 24 or more hours and whose address was known. After returns had nearly stopped, a follow-up letter was sent, including a second questionnaire and an addressed business reply envelope. The second

letter brought almost as much response as the first. In addition, letters were sent to some whose initial letters were returned for lack of proper address, and those in the local area were telephoned. Several alumni were contacted personally at alumni gatherings, athletic events, and on other occasions when they were present.

Response. Of 1,203 questionnaires mailed to alumni in 1981, 574 or 48% responded with usable data. Incorrect addresses caused 74 to be returned unopened, and correct addresses were found for all but 34 of them. Four survey forms that were completed and returned were unusable. In connection with the survey, alumni address files were updated. The alumni mailing list was found to be 94 percent accurate, and after the survey it was 97 percent accurate.

There were 193 alumni who responded in 1977 but did not respond in 1981. In some areas such as grades and ACT comparisons, occupations, community and church activities, and higher education after OVC, the four intervening years probably brought little change. Therefore, in those areas so judged, the 193 were added to the 574 who responded in 1981 to bring the total potential number to 767, distributed as follows:

	Men	Women	Total
1981	256	318	574
1977	90	103	193
Total	346	421	767

Some of those 767 may have chosen not to report some data, so in most areas the number compared is somewhat short of 767. Where more than five percent of these refused to respond on a given question, the number responding is reported as well as the percentage.

Total responses and percentages on the last two surveys were as follows:

Year	Forms Mailed	Forms Returned	Percent Return
1981	1,203	574	48%
1977	900	509	57%

Tabulation of Data. Mrs. Joann Kirby tabulated the data. Each person's data were first tabulated on a form allowing for 40 alumni on each sheet. These were further classified and totaled in ways that allowed a double check on the total number in each category. For most reporting, these figures were then converted to percentages. Men and women were kept separate so that any desired breakdown by sex category could be readily made.

II. ACADEMIC SUCCESS OF ALUMNI

ACT and Grade Comparisons

Since 1964 all students graduating from Ohio Valley College have been required to take the American College Testing Program tests. In most cases the ACT test scores have been used as a basis for admissions and sometimes for placement, but in a few cases students have managed to

complete 24 hours of work without taking the ACT test. The total number of ACT composite scores known for the 767 alumni responding in 1981 and 1977 is 697, or 91 percent of the alumni who responded.

The table below lists ACT Composite scores and grade point averages in seven more or less corresponding ranges for comparison purposes. ACT scores may thus be compared with GPA's earned at OVC and elsewhere.

Number and Percent of Total Reported in Each Range of ACT Scores, OVC GPA, and Post-OVC GPA

ACT Range	6-10	11-14	15-18	19-22	23-26	27-30		
GPA Range	0-1.4	1.5-1.9	2.0-2.4	2.5-2.9	3.0-3.4	3.5-3.9	4.0	Totals
ACT Comp.	25	128	170	189	137	49	0	697
% of # Rept.	4	18	24	27	20	7	0	100%
OVC GPA	41	82	195	201	130	106	12	767
% of # Rept.	5	11	25	26	17	14	12	100%
Post-OVC GPA	0	2	29	110	155	134	20	450
% of # Rept.	0	0	6	24	34	30	4	98%

This table shows that Ohio Valley College grade point averages ranged as might have been expected on the basis of ACT scores. The percentage in each GPA range category approximates the percentage in the corresponding ACT range. It should also be noted that the percentages in the upper GPA ranges are higher for Post-OVC grades than for grades achieved at OVC.

In general, the percentages reported above for alumni in the 1981 survey correspond to those reported in the 1977 survey. One difference is that a larger proportion of alumni are in the upper ACT and GPA ranges in 1981 than in 1977. In The ACT range of 23-30 held 21 percent of alumni in 1977 and 27 percent in 1981. GPA's of 3.0 or higher were achieved by 27 percent of alumni in 1977 and by 33 percent in 1981. This suggests that as time goes on, OVC is attracting more students of higher ability and that they are achieving accordingly.

Grades at OVC and Elsewhere

Another way of looking at this data is to compare the GPA's at OVC and after OVC by noting the percentage of students who earned a higher, a lower, or the same GPA after OVC, and to note how much higher or lower their post-OVC GPA's were. Of the total number reported in both surveys (767), 595 or 77.6% continued their higher education after OVC. The following table shows their post-OVC grades as compared to their OVC grades; these figures are nearly the same as those in the 1977 survey.

21% had .1 to 1.0 lower grade point averages elsewhere

12% had the same grades elsewhere as at Ohio Valley College

67% had .1 to 2.4 higher grade point averages elsewhere

the

Some students did not report their grade point averages elsewhere, but of those who did, 67 percent earned higher marks at other colleges than at Ohio Valley. While this does not prove that OVC teachers grade more strictly or are better teachers than those at other institutions, it does indicate that students are adequately prepared for further college work. One would expect most upper classmen to make better grades than freshmen and sophomores, and this expectation is fulfilled in the case of Ohio Valley College alumni.

Academic Success at OVC

Measured in terms of graduation achievement, 70% (536) succeeded: 449 or 59% received A.A. or A.S. degrees, (four received both degrees) and another 87 or 11% were awarded certificates for 48 or more hours with 2.0 GPA or above. Of the 237 or 30% who received neither degrees nor certificates from Ohio Valley, some transferred elsewhere after one year, others dropped out and later transferred elsewhere, and over half did not report doing any further college work.

Academic Success After OVC

Most OVC alumni continue in higher education, and they are successful at the senior colleges and universities to which they transfer. Of the 573 who responded in 1981, 453 or 79 percent continued their higher education; this figure drops slightly to 77.6 percent of the 767 responding on both surveys. Of these 767, the following data were reported:

	Number	Percent
Transferred to other schools after OVC	595	78%
Transferred to other colleges, but no bachelor's yet	237	30%
Already obtained a bachelor's degree	358	46%
Work beyond bachelor's but master's not obtained yet	75	10%
Those having obtained a master's	89	12%
Work beyond master's but no doctorate yet	11	1%
Those having obtained doctorates	5	0.7%
Alumni not reporting college work beyond OVC	172	22%

Degrees. Some of these figures may understate alumni achievement; for example, two of those reporting doctorates reported that they had not completed a master's degree. Some had bachelor's degrees in pharmacy and some in theology; both involve more work than the conventional four-year bachelor's programs.

Also, about the same proportion in 1981 as in 1977 had received bachelor's degrees (46%), but more had master's degrees (12%, as compared to 10% in 1977). This may suggest that some whose 1977 figures are reported have continued their education and have attained higher levels of success in the four intervening years.

Honors. In addition to their degree achievements, 181 alumni or 24 percent of those reporting received a total of 302 honors and/or academic scholarships at the colleges they attended after Ohio Valley. An example of alumni achievement is seen in the May, 1982 commencement at Harding Univesity, where 56 percent of the 18 OVC alumni graduating had honors, and 22 percent graduated summa cum laude.

Evaluation. One of the College's objectives is to prepare students to transfer to senior colleges and to succeed there; the three follow-up studies on alumni clearly demonstrate that this goal is being achieved. Seventy-nine percent do transfer; 46 percent have their bachelor's, 12 percent their master's, and one percent their doctorate; seven percent are full-time students; and another three percent are part-time students.

College Choices of OVC Alumni

Of those Ohio Valley College alumni who responded on the two surveys, 78 percent had transferred to a total of 189 different colleges and universities to further their education after OVC. There is no accurate record of where those went who did not respond in the surveys, but during the past eight years the Registrar's office has sent 977 transcripts to 202 colleges and universities in 35 states.

From these figures, as well as from the alumni survey data, it is evident that more OVC alumni go to Harding University than to any other institution. David Lipscomb College is second, followed by West Virginia University.

Viewed from the standpoint of the 1,204 alumni who responded on the surveys, the top twelve colleges, ranked in order of frequency attended, were:

1. Harding Univ.
2. David Lipscomb
3. West Virginia Univ.
4. Oklahoma Christian
5. Glenville State
6. Ohio Univ.
7. Abilene Chr.
8. Parkersburg Community Col.
9. Marshall Univ.
10. West Liberty
11. Freed Hardeman
12. Fairmont State

Alumni had attended 189 different institutions in 32 states, the District of Columbia, Florence, Italy, and Vienna, Austria.

Evaluation. These data indicate that Ohio Valley College alumni have been sufficiently prepared to compete in the academic marketplace wherever they choose to go if they have the basic aptitude essential to success in higher education. Transfer problems have been reported in only a few cases, and in those instances the students' grades at OVC were below average.

III. OCCUPATIONS AND INCOMES OF ALUMNI

Employment Rates

Most OVC alumni were either gainfully employed or were occupied as housewives or full-time students. The rates and numbers responding in the 1981 and 1977 surveys were:

	1981	1977
Number Responding	757	627
Unemployment Rate	1.6%	1.6%
Gainfully Employed	67%	68%
Men Gainfully Empl.	82%	84%
Women Gainfully Empl.	55%	54%

The employment and income categories are discussed below, but it should be noted here that the employment rate of Ohio Valley College alumni is far above the national average.

Occupations of Alumni

Two-thirds of OVC alumni are gainfully employed full-time, while the other one-third are either full-time students or housewives. There is some overlapping, with some reporting themselves as both full-time students and housewives; full-time employees and housewives; part-time ministers and full-time educators; or full-time ministers and full-time educators. Their employment categories and percentages, ranked in order of numbers employed, are as follows:

Employment Category	Men No.	Men %	Women No.	Women %	Total No.	Total %
Educators	59	17	89	21	148	19
Business People	38	11	15	4	53	7
Ministers	56	16	--	--	56	7
Skilled Workers	30	9	--	--	30	4
Para-Professionals	40	12	70	17	110	14
Other Professionals	29	8	15	4	44	6
Other Workers	28	8	43	10	71	9
Military	3	0.9	1	0.2	4	0.5
Total Gainfully Employed	283	82	233	55	516	68
Full-time Housewives	--	--	126	30	126	16
Full-time Students	53	15	57	14	110	14
Unemployed	8	2.3	4	0.9	12	1.6
Total Not Gainfully Empl.	61	18	187	45	248	32
Part-time Students	21	6	20	5	41	5
No Response to Question	2	0.6	1	0.2	3	0.4

From these figures it is evident that more OVC alumni enter the teaching profession than any other occupation--a total of 19% of all alumni (21% of women and 17% of men). Para-Professionals is the second largest category with 14% of all alumni. Though exclusively a male category, ministers ranked third with 16% of men and 7% of all alumni being ministers of the gospel.

Business, which ranked second in alumni occupations in 1977, dropped to fourth place in 1981, with only 7% (as opposed to 15% in 1977). No reason is known for this.

The third largest number of alumni are found in the "Other Workers" category, a catch-all listing which included truck drivers, waitresses, typists, clerks, and unskilled workers. This category included 9% of alumni--up from 4% in 1977.

That the ministry is the third largest occupation of all alumni, and is second only to the teaching profession for men, is evidence that Ohio Valley College is fulfilling its goal of spiritual emphasis among its students. Family values are also evidenced by the fact that 30% of women were full-time housewives, though this is down from the 41% in 1977.

Incomes of Alumni

Because of the inflation since the 1973 and 1977 surveys, the incomes reported at those times are not included with the 1981 data, but are listed separately in the following schedule of numbers and percentages reported in each income range:

	1973 Survey		1977 Survey		1981 Survey	
Annual Salary Range	Number	%	Number	%	Number	%
Under $ 5,000	38	43	95	21	154	30
$5,000 to $7,499	27	30	58	13		
$7,500 to $9,999	15	17	76	17		
$10,000 to $14,999	8	9	159	35	124	24
$15,000 to $24,999	1	1	55	12	159	31
$25,000 to $29,999	0	0	9	2	43	8
$30,000 and over	---				41	8
Totals	89	100	452	100	521	101
No Response to Question	32	26	57	11	53	9

In 1981, the largest percentage was in the $15,000-$24,999 category (31%). The second largest income group was the under $10,000 range (30%), and 24% had $10,000-$14,000 incomes. Sixteen percent of those reporting in 1981 had incomes of over $25,000, and 8% had $30,000 or over. In each of the past two surveys the largest number has been in the middle income ranges.

Two other things should be noted: (1) Some who reported their occupations did not report their incomes, so the above percentages are only of those reporting, not of all alumni. (2) There is reason to believe that most ministers, military personnel, and some teachers reported only their basic

salaries and did not include perquisites that might amount to $3,000 to $8,000 annually, which means that ten percent of those reporting may have considerably under-reported their total income.

Incomes in Each Job Category

The following summary of incomes in each occupation bracket in the 1977 survey may be revealing:

	Under $10,000	$10,000 to 14,999	$15,000 to 24,999	$25,000 to 29,999	$30,000 and Over	No Response	Total
Educators	37	51	45	8	0	7	148
Para-Professionals	33	40	21	8	4	4	110
Ministers	7	19	27	2	0	1	56
Business People	15	9	16	3	9	1	53
Other Professionals	6	9	11	4	9	5	44
Skilled Workers	1	9	5	7	3	2	30
Military	1	1	1	1	0	0	4
Other Workers	45	11	6	1	0	8	71
Totals	145	149	135	34	25	28	516
% of Those Reporting	29.7%	30.5%	27.7%	7.0%	5.1%		

Occupations are ranked in this table according to the total number in each, not by income ranking. "Other Professionals" and "Business People" are tied for the top incomes, and "Other Professionals" has the higher number in the two top income brackets, followed closely by "Para-Professionals and "Skilled Workers."

Of those who reported their incomes, over 12% reported incomes of $25,000 and over. Almost 30% had incomes under $10,000, and over 30% had $10,000 to $15,000 incomes.

Evaluation

While the incomes of Ohio Valley College alumni are not high overall, they are substantial for the ages of alumni. The oldest alumni have only been out of the College for eighteen to twenty years, and most of them for less time than that.

The unemployment rate of 1.6% compares very favorably with the national rate of 9%. With the incomes and employment rates reported, it can be said that OVC alumni are successful in the job market,

which fulfills another of the College's objectives.

IV. SPIRITUAL DEDICATION AND VALUES

One of the objectives of the College is to "develop a personal philosophy of life as characterized by teachings of the Bible."

Presumably this should also result in their active participation in the work and worship of the church they prefer, so alumni were asked about this. The responses to questions about church preference and changes in preference, church attendance, and activities in addition to worship are reported here.

Church Preference

Each year, about ninety percent of OVC students are members of churches of Christ, and this emphasis is continued among alumni. The two surveys showed a total of 90 percent (89 percent of men and 91 percent of women) preferring the church of Christ. The church preferences reported ranked as follows:

	Men		Women		Total	
Church Preferred	Number	%	Number	%	Number	%
Church of Christ. . . .	302	89	380	91	682	90
No Church	12	4	14	3	26	3
Methodist	6	2	8	2	14	2
Baptist	6	2	6	1	12	2
Catholic	5	1	1	0.2	6	1
Christian Church . . .	2	0.6	1	.2	3	.4
Other Churches	8	2	6	1	12	2
Totals	341	100.6	417	98.4	758	100.4

The "Other Churches" category included two Episcopalians and one each of a number of others. Nine alumni did not respond to this question; why they did not respond is not known.

It is known that of the 758 responding, 36 or 5% (3.6% of women, and 6% of men) had changed their church preference since attending OVC. Of the 36, 14 said they had changed to the church of Christ, while 22 said they now preferred another church or no church at all. Considering the changing values of today and the trend toward the secular and away from organized religion, these data represent a measure of stability in OVC alumni that is in line with the College's spiritual emphasis. The percentages of members of churches of Christ is the same among alumni today as it was when they were students.

Church Attendance

The 1981 survey reveals that church attendance has increased among alumni, as the following table shows:

Church Attendance Over 50% of Time	1981 %	1977 %
Sunday a.m.--All	93	90
Sunday a.m.--Men	92	85
Sunday a.m.--Women	95	94
Twice Sunday--All	86	80

Women are more faithful in attendance than men in both surveys, but there is a marked increase in the attendance of both women and men in 1981. The increase is greater among men. No reason is known for this.

The alumni attendance rate of 93% on Sunday morning, 85% twice on Sunday, and 82% three times a week far exceeds the observed rate of attendance among most churches of Christ. This suggests that the OVC objective of spiritual emphasis has succeeded in the lives of these alumni.

Church Activities

Excluding all paid ministers, 81% of the 711 remaining alumni engaged in one or more church activities (48% in two or more) in addition to worship. These alumni averaged 2.03 activities, which included the service of 54% as teachers; 32% in visitation of sick and needy; 27% of men as song leaders and 8% of men as deacons; 8% of all assisting in office work; and 41% engaging in a variety of activities such as committee work, bus ministry, building maintenance, youth programs, personal work, zone leaders, and the like.

Whether the characteristics of church preference, church attendance, and church activities outside of worship may be attributable to the alumni's experiences at Ohio Valley College or not, a majority of OVC alumni were living up to the objectives the College had set for them as students and as Christians.

Family Values

Sometimes people half-jokingly say that Christian colleges serve as marriage brokers. While this is not really their function, it is true that the values of marriage and the home are definitely a part of the value system upheld in the objectives of Ohio Valley College. The table below lists responses given to a question about marital status.

Marital Status	Men Number	%	Women Number	%	Total Number	%
Married	243	70	248	59	491	64
Single	82	24	151	36	233	30
Divorced, Not Remarried	7	2	10	2.4	17	2.2
Divorced, Remarried	11	3.2	7	1.7	18	2.4
Widowed, Remarried	0	0	2	0.5	2	0.3
Separated	2	0.6	2	0.5	4	0.5
Totals	345	99.8	420	100.1	765	99.4

With only one man and one woman failing to report their marital status, it is evident that the majority of OVC alumni are married (64%) and that a small percentage (5.1% of all alumni) are not successful in their marriages. Expressed as a percentage of marriages, 39 or 7.9% of the 491 marriages reported have ended in either separation or divorce. The divorce rate is almost the same among female and male alumni, and it has increased from 5% in 1977 to 7.9% in 1981. Nevertheless, a 7.9% divorce rate compares very favorably with the national divorce rate, which is generally listed as about 1 out of 3.

A total of 617 children had been born to the 526 alumni who reported that they are or have been married, making an average of 1.17 children born to each alumnus or alumna.

Of 507 who reported the college their mates attended, 153 or 30% met their mates at Ohio Valley; 36 or 7.1% of the spouses had attended OVC but had not met their mates here; 199 or 39% of the mates had attended a different college, and 120 or 24% said their mates had not attended college.

Of the 153 who met their mates at OVC, 98.7% were still happily married; only 1.3% had divorced, and none was separated.

Community and Professional Service

From the standpoint of service to society in addition to church activities, the surveys asked questions about civic clubs and professional societies, service organizations, publishing, and honors and honor societies in which alumni were involved.

Of the 767 alumni surveyed, the numbers of active memberships and honors reported were as follows:

	Men	Women	Total
Professional Societies. . .	206	136	369
Civic Clubs	108	100	208
Service Organizations . . .	113	123	236
Honor Societies	38	51	89
Honors Awarded.	91	71	162

The numbers and kinds of publications reported by alumni in the two surveys were as follows:

	Men	Women	Total
Books or Novels	7	4	11
Professional Journal Articles	52	3	55
Religious Articles	73	3	176
Short Stories, Songs, Poetry	17	7	24

When these activities are added to the amount of church work done in the interest of others, it seems evident that the "willingness to invest of oneself in others" is an objective that has been fulfilled in many OVC alumni.

V. SUPPORT OF OHIO VALLEY COLLEGE

The attitude that alumni have toward supporting their College should indicate something of the value they place on their College experience and thus of the influence of OVC on their lives. Ohio Valley alumni

support their College by sending it students and money and by visiting the campus for reunions, lectureships, and other events.

Advising Prospective Students to Attend OVC

Alumni were favorably enough impressed with their work at the College that 97% said that they would advise other students to attend OVC. Some 5% qualified this answer by saying they would do so, depending on the needs of the student in question. Only 3% said they would not advise a prospective student to come to OVC. The 97% who answered favorably said they had advised an average of six or a total of 4,190 during the last two years to enroll in Ohio Valley College.

Financial Support and Campus Visits

A total of 237 alumni reported that they had given $35,515 to OVC during the past two years, and several others said they did not know how much they had given, but that they had contributed. The question, "How many alumni reunions and homecomings have you attended in the past two years?" brought a total response of 361. These figures, along with those on advising prospective students to attend OVC, represent an even more enthusiastic response in 1981 than the 1977 survey brought.

Comments Made by Alumni

Alumni were invited to make any comments or suggestions they might have about courses offered, extra-curricular activities, dormitory life (including food), general rules of conduct, and entrance requirements. Most agreed that the entrance requirements, courses offered, and general rules of conduct were as they should be.

Courses Offered. Many alumni liked the curriculum as it was. There was a tendency on the part of some to suggest additional curricula in their own areas of specialization. Different alumni made a variety of suggestions for improvement in curriculum. The courses most often suggested as additions to the curriculum and the number of alumni advocating them, were as follows:

Business Courses. . . .	20
Computer Science. . . .	18
Upper Level Bible . . .	17
Teacher Education . . .	13
Home Economics	8
Technical/Vocational . .	7
Foreign Languages. . .	6
Art Courses	5

Three general suggestions were made:

16 said more specialized classes were needed

14 alumni said more variety was needed

6 said better academic counseling was needed

Some of the course and general suggestions are already included in curriculum offerings and academic counseling activities, a fact which was probably unknown to the alumni making the suggestions.

Extra-curricular Activities. Many alumni were enthusiastic about the extra-curricular activities they had experienced

at OVC, but others had suggestions, the most often mentioned of which were:

12 advocated more extra-curricular activities

11 thought a gymnasium should be built

9 advised more activities on weekends

4 wanted more spiritual and less sports emphasis

2 wanted a more complete athletic program

The frustations of not having a gymnasium have been felt by students, faculty, and alumni alike, and this is related to the top-of-the-list suggestions for more extra-curricular activities.

In the 1977 survey there were many suggestions about food variety, food service, need for a new cafeteria, more adequate dormitory facilities, and such like; for example, 32 felt that more food variety was needed. In 1981, only three mentioned food needs and two wanted more adequate dorms. One wanted a plan to pay only for meals eaten. Two wanted a full-time counselor for personal problems. Other than these, most comments on dormitory life were favorable. The new cafeteria and the new dormitory are perceived as positive aspects of campus life by alumni, many of whom have been very enthusiastic about these additions.

Rules of Conduct. Several alumni rated the rules as good, excellent, and fair to everyone. Several had suggestions, the most frequently mentioned being these:

13 said enforcement of rules should be stricter

9 thought the curfew should be extended

8 said the rules were too strict

8 said the rules should be more consistently applied

7 thought hair and dress code should be less strict

4 thought hair and dress code should be more strict

Some changes, like curfew extension, have been done recently enough that alumni are probably not aware of them. Some alumni suggestions are either the opposite of those made by others, or they tend toward opposite directions (like rules being too strict and enforcement of rules needing to be more strict).

Rules are a perpetual problem, and a reevaluation of rules is made annually and sometimes more often by administrators, who consider recommendations from the Student Government Association, changing circumstances, special needs, and recommendations from faculty and others in evaluating the need for changes in the rules for campus life.

Entrance Requirements. Nine alumni said admissions requirements should be kept as high as they are, and five said they should be made higher. Three suggested that entrance requirements and academic standards should not be established solely for basketball or baseball needs. One wanted higher academic requirements, and four suggested that we should attempt to recruit more Christian

athletes. The overall reaction to entrance requirements was that they should be as high or higher than they are; no one suggested lowering them, and several thought they should be higher.

Other Comments. Some comments went further than the survey requested. Some of the unsolicited compliments are listed here:

> "I will spend many hours in the future telling people how great my experience at OVC was." (291)
>
> "I also offer students from my congregation a free ride to the OVC High School Day each year." (345)
>
> "I loved my stay at OVC. I would not trade it for anything on earth. I have great lifetime friends, a super wife, and many fond memories of my school, OVC." (181)
>
> "OVC has an excellent training and academic program. I found myself having as much or more knowledge than comparable students from other schools. I also grew tremendously in the social and spiritual realms. The closeness of the students there was an asset to me in learning to build and continue relationships. I learned much about and from all different kinds of people. I also made lifelong friends there. I also grew in the knowledge of God and many times felt the wonderful feeling of Christian love, acceptance, and forgiveness permeating the OVC family." (30)
>
> "I enjoyed attending OVC and I hope and pray that some day we'll be able to send our children there also." (494)
>
> "Attending OVC was a very memorable and learning experience for me. Although I was not allowed to participate in many activities on campus (for health reasons), it was a very enjoyable time in my life, leaving an impression never to be forgotten." (463)

Other comments related to the quality of friendships made among OVC students and faculty; the value of Bible courses, dormitory life, and campus associations; the personal assistance they received in the way of counseling and tutoring from faculty; the closeness and family atmosphere on campus; and the preparation OVC gave them for further work.

VI. SUMMARY AND CONCLUSIONS

Ohio Valley College alumni report that most of them go on to further higher education; that 14% of them are still students; that they make better grades elsewhere than they did at OVC; and that they are successful in attaining baccalaureate and advanced degrees. They further report that all but 1.6% of them are employed--either gainfully or as full-time housewives or students. Their incomes vary, with some in each category; 12.1% earn $25,000 or over.

Most of them are members of the churches of Christ and are active in church work as well as faithful in attendance. About 16% of the male alumni

are ministers. Two-thirds of all alumni are married and have from one to two children, and fewer than 2% of those who met as students at Ohio Valley College are divorced. Alumni are active in a variety of civic, community service, and professional organizations and honor societies. They publish novels, articles, essays, and poems, and they support the College financially and by their presence and influence on and off campus. They advise prospective students to attend OVC.

From these reports it can be seen that the College's objectives are being fulfilled in alumni. It can also be observed that alumni achievement is such that it results in their loyalty to their alma mater as well as in their success in life. The products of Ohio Valley College speak for themselves through their responses on alumni surveys.

Chapter 8

STUDENT ACHIEVEMENT AND COMMUNITY/CONSTITUENCY SERVICE

The previous chapter cited examples of alumni success as documented by surveys of former OVC students. This chapter examines OVC student achievement on campus and the achievement of service goals for community and constituency.

I. STUDENT ACHIEVEMENT ON CAMPUS

OVC student achievement on campus will be examined here in terms of ACT/GPA data, graduation and retention data, transfer data for the last five years, transfer plans of present students, and career goals.

ACT and GPA DATA

ACT scores of OVC students over the past five years have been 1.0 to 1.4 points higher than ACT scores of students at other junior colleges. In this same time period, ACT scores of OVC students have been about one point below the national norm for all college students.

The ACT and GPA data for the last five years are as follows:

ACT/GPA Student Group	77-78	78-79	79-80	80-81	81-82
Freshmen ACT Composite	16.4	17.1	16.4	16.7	17.1
Sophomore ACT Composite	18.7	18.4	18.2	18.8	18.0
All Students ACT Composite	17.6	17.7	17.3	17.7	17.5
Freshmen Grade Point Avg.	2.5	2.5	2.5	2.3	2.4
Sophomore Grade Point Avg.	2.3	2.8	2.6	2.5	2.7
All Students Grade Point Avg.	2.4	2.6	2.5	2.4	2.5

Another way of viewing OVC student grades is to consider the honor roll and probation data. The above listed averages look at the middle, central tendency, or overall level of OVC students; the honors and probation data take note of the top and bottom ends of student achievement. The past five years' honor roll and probation data are:

	F-77	S-78	F-78	S-79	F-79	S-80	F-80	S-81	F-81	S-82
Honor Roll No.	24	24	39	41	41	46	38	41	38	32
% of Student Bd.	13%	15%	17%	20%	15%	20%	15%	17%	15%	14%
Probation No.	38	22	22	17	65	25	42	38	46	43
% of Student Bd..	21%	13%	9%	8%	24%	11%	17%	16%	18%	19%

Most of this time, over one-third of the student body was at the upper and lower extremes of honor roll or probation list. (The honor roll or "Dean's List" requires a 3.5 or better GPA). These larger-than-usual numbers of students at the top and bottom GPA levels are representative of the large numbers of OVC students at the top and bottom of the ACT composite score rankings.

Graduation and Retention Data.

The following table shows the trends in enrollment totals and the breakdown of full-time, part-time, freshmen, and sophomore students over the past five years, as well as retention rates.

	77-78	78-79	79-80	80-81	81-82
Total Full-time Students	182	233	273	249	262
Total Part-time Students	12	8	6	7	15
Full-time Freshmen	121	159	169	159	157
Full-time Sophomores	61	74	104	90	90
No. Receiving Degrees	53	66	94	82	73
% Returning Second Yr.	59	66	68	60	64
% Completing Second Yr.	55	61	61	61	53
% Graduating (Deg./Cert.)	48	55	59	50	46

Obviously, retention is directly related to size, and it is also true that as more students are recruited there is the potential of recruiting more marginal students and lowering the retention rate. The retention rate has fluctuated in the past five years from a low of 59 percent to a high of 68 percent; the average for the past four years 64.5% (when the more exact method of calculating retention rate was used).

Those graduating, i.e., receiving either associate degrees or certificates for 48 or more hours with a 2.0 or higher GPA, have fluctuated from a low of 46 percent to a high of 59 percent. A somewhat higher percentage completed the sophomore year without getting degrees or certificates; this number may include marginal students and occasionally a student who drops out for a semester and returns, completing the sophomore year but not having enough credits to graduate.

Retention is also discussed on page 25, where an analysis of the factors believed to be involved in retention is reported and recommendations for improvement are made. The retention percentages given on page 25, and for 1978-79 to 1981-82 above, are those of the Retention Committee; the committee did not calculate percentages for 1977-78 or earlier, so the 1977-78 figure of 59% is not comparable to the later percentages.

Transfer Data

During the past five years slightly more than two-thirds of OVC students who went on to

senior colleges transferred to colleges with requirements and expectations similar to Ohio Valley College. While this may be open to several interpretations, one which must be seriously considered, in light of tuition costs, is that students have found both programs and environment which met their needs while at OVC, and have sought to continue in a similar environment.

The following table shows the transfer patterns of these two-thirds of OVC transfers for the past 5 years.

	1977	1978	1979	1980	1981
Harding University	12	12	26	6	6
Oklahoma Christian	5	5	8	11	14
Freed-Hardeman	6	4	--	5	2
David Lipscomb	2	2	2	6	6
Abilene Christian	4	2	1	1	-
Lubbock Christian	2	1	--	-	-

One-third transferred to other schools, approximately 15% to schools in West Virginia and 8% to Ohio schools. The remaining 8% transferred to schools in Pennsylvania, Kentucky, Missouri, Florida, Tennessee, New York, Arkansas, California, and New Mexico.

Transfer Plans and Career Goals

Transfer plans for 1982 graduates are still changing at the time of writing. However, from discussions with students and requests for transcripts, indications are that over half (52%) have plans to attend one of the six schools listed above.

Among those who completed two years' work at OVC, there is a variety of career plans. Some of the areas which these students plan to enter are law, medicine, education, accounting, secretarial science, nursing, mass communication, computer science, business administration, and preaching.

Many students lack definite career goals, and one of the aims of the Counseling Center will be to guide students into selecting a career suited to their interests. All available evidence suggests that this will improve both grades and retention, since students who are career-oriented and have definite goals will be more highly motivated.

II. COMMUNITY/CONSTITUENCY SERVICE ACHIEVEMENT

As noted on pages 15-16, one of the objectives of Ohio Valley College is to provide service to its community and constituency. This service is rendered in a number of ways both on and off campus, and includes the management of Powell Apartments, various kinds of community service rendered by students and faculty, and formal programs, lectureships, workshops, seminars, and convocations on campus, as well as seminars and workshops off campus.

Powell Apartments

Powell Apartments consists of 100 rental units contained in 20 buildings, each with 5 apartments varying in size from efficiency to 3-bedroom. Powell Apartments were built and designed for use by low income families and those older people living mainly on Social Security.

Rent is comparable to other rent in this area; however, the government subsidizes part of the rent for the families, depending upon the ability of the tenants to pay. Rental charges and operating methods are regulated by HUD under Section 221(d) (3) of the National Housing Act, as amended. The College entered into agreement with the U.S. Dept. of Housing in 1969 to oversee the complex for 40 years, at the end of which time Powell Apartments will become the exclusive property of the College.

The rental income repays the mortgage held by Prudential Insurance Company, and it takes care of the upkeep of the apartments. The College is not liable for any debts of Powell Apartments, nor is OVC allowed any income distribution from the surplus. The College may not transfer or sell the apartments without prior approval of the FHA.

The apartments are filled most of the time, with a waiting list of people wanting to move in. Nevertheless, room is found for married students who apply far enough in advance, and a few spaces are reserved for married and/or older students who do not live in the dormitories.

Regular evaluations are made by government agencies, and it has been repeatedly noted that the College has managed the Powell Apartments effectively and has thereby been rendering good service to the community.

Service by Students

Service is rendered to the community and constituency by OVC students in a number of ways. Some of these have already been detailed on page 27. Ministerial students serve area churches while doing their practicum work and by preaching, conducting campaigns, assisting in worship and teaching programs, and in other ways.

One local church uses students to conduct Saturday Bible classes. Three other area churces use OVC students as associate or youth ministers on a part-time basis. The Timothy Club holds one to three evangelistic meetings each year in local congregations.

OVC students assisted the local Chamber of Commerce over the past two years in their efforts to ascertain the wishes of the business community and residents on the county "Blue Law" that prohibited certain businesses from opening on Sundays. The Chamber asked OVC students to do a market survey regarding the Blue Law. At four key locations around the city, OVC students surveyed shoppers and reported the results to the Chamber office. These findings resulted in a campaign that recalled the law in June, 1982.

Service by Faculty and Staff

Faculty and staff members serve in local Rotary, Kiwanis, Lions, Civitans, Chamber of Commerce, and other civic and community organizations. For the past three years OVC personnel have filled presidents' and vice presidents' posts in three civic clubs, and OVC staff and students often serve as speakers and put on performances for these groups.

Faculty and staff assist in volunteer work in local hospitals. They are involved in work with local welfare and correctional agencies.

Faculty and staff also serve local churches as part-time ministers, as Bible class teachers, as elders and deacons, as song leaders, and in many other ways in their work programs.

In addition to their work as members of local congregations, faculty and staff members help by conducting workshops in area churches on various phases of church work. Besides local workshops, faculty and staff conducted three workshops in 1981-82 in churches over 200 miles from the College.

Seminars also contribute to the goal of constituency service. During the past 5 years, nearly 400 people have attended seminars on human relationships and counseling. The seminars are designed for church leaders, especially those who work closely with others, and are very practical for husbands and wives. These two seminars are offered for credit. The College also conducts seminars and workshops on estate planning, leadership, stewardship, teacher training, and marriage and family.

OVC Speech Clinic

The OVC Speech Clinic, which operates out of the OVCIC Professional Building, serves both students and community people with speech problems. The clinic is staffed with two speech therapists, one full-time and one part-time, both with master's degrees in communication disorders. When available, work-study students assist in the speech clinic. The speech clinic's services are available free to students and to community people who cannot afford to pay.

Convocations

Lectureship. The annual OVC Bible Lectureship is discussed on page 26. This is a major event of the year and is designed chiefly as a service to constituency and community.

Chorus. The OVC A Capella Chorus performs many times during the year, both on campus and in area churches, community and civic club gatherings, and at other special events. In addition, the chorus goes on tour about four times each year, twice for a week or more at a time during breaks from classes.

Recitals. This past year the Music Department revived the practice of having a faculty recital. Response was such that it is hoped to make this an annual event. Student recitals are also held each year.

Dramatic Productions. The community and constituency are also served by the presentation of a number of dramatic productions each year. A children's theatrical troupe, the Pied Pipers, makes numerous trips to area and distant schools and other organizations to present their very popular programs. The drama program includes one major fall production, one major spring production, a reader's theatre, and student-directed one-act plays. Many constituents also attend the performances of Expressions, an all-student-produced musical

done each year as one of the Homecoming events. Forty to fifty students participate in the drama productions, and a chapter of Delta Psi Omega, a national theatre honorary for junior colleges, has been formed on campus.

Other Events. Lecture series, films, art exhibits, cultural series, and other programs are also produced each year. These are usually open to the public as well as to students.

Baccalaureate Programs in Bible

One definite service to the constituency, especially to those not far distant from the College, is the four-year Bible program. Both in training young men for the ministry and in providing in-service training for area ministers, the B.A./B.S. programs are already heralded by constituents as a great asset to their work. Nine full-time ministers were enrolled in courses for credit in 1981-82, not counting those who enrolled in special seminars.

Summary

The achievement of students on campus may be evaluated by their grades and by the numbers who return to complete the second year, who graduate, who transfer to further their education, and/or who are successful in getting jobs for which they were trained. Actually, the best evaluation of several of these accomplishments is done by observing the achievements of alumni as reported in Chapter 7 of this Self-Study.

The College is becoming increasingly involved in providing various kinds of service to the community and constituency. The services listed in this chapter are expected to multiply as the faculty and student body become larger and thus have more potential for such services.

PART IV

EVIDENCE FOR FUTURE ACCOMPLISHMENT OF PURPOSES

Evaluative Criterion 4: "The institution can continue to accomplish its purposes."

Chapter 9

AN ASSESSMENT OF STRENGTHS AND WEAKNESSES

What are the strengths and weaknesses of Ohio Valley College, and how can the College capitalize on its strengths and remedy its weaknesses? An appraisal of strong points and shortcomings has been made by Board, administration, faculty, staff, and students during the past several months with a view to continued improvement. Comparisons of the thinking of each of these groups with the others', and of the overall assessment with similar appraisals made in 1973 and 1977, are herein made. Other strengths and weaknesses, pointed up elsewhere in this Self-Study, are also noted. Both strengths and weaknesses are evaluated, and conclusions are noted regarding future action indicated by the assessments.

I. ASSESSMENT OF STRENGTHS

Procedure for Assessing

Each group--Board, administration, faculty, staff, and students (represented by the members of the Student Government Association)--was asked to list in rank order the five greatest strengths and weaknesses of OVC. The lists were combined to form a ranking in this way: each item which was ranked first was counted 5 points, each item ranked second was counted 4 points, each item ranked third was counted 3 points, each item ranked fourth was counted 2 points, and each item ranked fifth was counted 1 point. The points for each item were totaled, and the final rankings were determined by total points. In case of a tie in total points, the item with the highest number of mentions was given the higher rank.

Composite Assessment of Strengths

The table below is a composite assessment of strengths ranked in the order according to the total points given by Board, administration, faculty, and student ratings. The column labeled "P" refers to points, while "M" is the number of times an item was mentioned on different lists; it should be noted that an item might have been mentioned more

than once on the same list, depending on the wording used. For example, "Good chapel programs" and "High Christian character of students" might have been ranked first and second on the same list; both would have been categorized as "Christian emphasis," giving a total of nine points and two mentions for "Christian emphasis."

STRENGTHS	BOARD N=21 P - M	ADMINISTRATION - N=5 P-M	FACULTY N=15 P - M	STAFF N=15 P- M	STUDENTS N=12 P- M	TOTAL N=68 P - M
1. Quality Faculty	63-19	23-5	40-12	43-11	34-9	203-56
2. Christian Emphasis	55-14	2-1	34-8	54-13	39-9	184-45
3. Quality Administration	77-21	18-5	32-10	18-7	12-4	157-47
4. Commitment to Objectives (Missions)	15-4	20-5	51-16	31-8	11-4	128-37
5. Quality Staff	35-10	16-4	30-8	21-6	9-2	111-30
6. Academic Program	38-12	3-1	21-7	27-8	19-8	110-37
7. Family Atmosphere	16-8	-	16-5	21-7	44-14	97-34
8. Quality Board	28-10	13-5	16-5	7-2	1-1	67-23
9. Quality Student Body	14-6	4-2	13-5	3-1	6-3	40-17
10. Institutional Advancement	13-5	3-2	-	1-1	17-5	34-13
11. Student Oriented	-	-	3-1	25-7	-	28-8
12. Responsive Constituency	14-7	-	6-3	5-3	1-1	26-14
13. Campus - Size, Facilities, Etc.	6-5	-	5-3	4-3	10-7	25-18
14. Location	11-5	-	4-2	3-1	3-1	21-9
15. Reputation/Influence in Constituency	13-5	-	1-1	-	4-2	18-8

The above table lists the strengths according to total points and mention. It may also be useful to note the rankings by the different groups and compare them.

Assessment by Different College Groups

Following is a separate listing of the greatest strengths, in rank order, as seen by different groups within the College family:

Board Assessment of Strengths:

(1) Quality Administration
(2) Quality Faculty
(3) Christian Emphasis
(4) Academic Program
(5) Quality Staff
(6) Quality Board
(7) Family Atmosphere

Administration Assessment of Strengths:

(1) Quality Faculty
(2) Commitment to Objectives (Missions)
(3) Quality Administration
(4) Quality Staff
(5) Quality Board
(6) Quality Student Body
(7) Institutional Advancement

Faculty Assessment of Strengths:

(1) Commitment to Objectives (Missions)
(2) Quality Faculty
(3) Christian Emphasis
(4) Quality Administration
(5) Quality Staff
(6) Academic Program
(7) Quality Board

Staff Assessment of Strengths:

(1) Christian Emphasis
(2) Quality Faculty
(3) Commitment to Objectives (Missions)
(4) Academic Program
(5) Student Oriented
(6) Family Atmosphere
(7) Quality Staff

Student Assessment of Strengths:

(1) Family Atmosphere
(2) Christian Emphasis
(3) Quality Faculty
(4) Academic Program
(5) Institutional Advancement
(6) Quality Administration
(7) Commitment to Objectives (Mission)

One strength is ranked high by every group--quality faculty. Five strengths are ranked high by four of the groups--Christian emphasis, quality administration, academic program, commitment of personnel to objectives, and quality staff. Two strengths are ranked high by only three groups--family atmosphere and quality Board. Institutional advancement is ranked high by two groups, administration and students; students in this case viewed the admissions program (part of institutional advancement) very favorably. Staff members said that one strength was that OVC is student oriented.

The strengths listed by either four or five of the College groups, and thus in terms of mention being the most important, are also the most important in terms of total points. In the order of mention, these are:

(1) Quality faculty
(2) Quality administration
(3) Christian emphasis
(4) Commitment to objectives
(5) Academic program
(6) Quality staff

On these strengths there is the most agreement. There is a considerable unity of opinion about the strengths of the College among all five groups; however, administration tended to agree less often.

1977 Assessment

In the main, the strengths noted in 1977 were the ones also noted in 1982, with some exceptions. The top five strengths remained the same, with some shifts in ranking. "Quality staff" and "Quality Board" were added to the high rankings in 1982. "Improved Financial Situation" was dropped, probably because this had occurred earlier and the extent of improvement has not been as noticeable since 1977 as it was previously.

One interesting difference is that in 1977 students tended to agree less often than did the

other College groups in their assessments, but in 1982 the group that tended to agree less often was administration. Nevertheless, there was much unity of opinion in both assessments.

Strengths Noted Elsewhere

Objectives. Chapter 2 details the objectives of Ohio Valley College and the commitment of personnel to these objectives; the above assessment of strengths shows that various groups within the College understand personnel to be committed to OVC's goals. The spiritual emphasis of the campus programs and environment noted in Chapter 3 is in keeping with institutional objectives and is considered one of the strengths of the College.

Faculty. The preparation and dedication of the faculty are considered strengths in the analysis in Chapter 4, and are so rated in the assessment above. The commitment of the faculty to instruction is a strength in this type of institution. The high faculty retention rate in the past ten years and the high faculty morale are strengths noted in Chapter 4.

Board. The extent and quality of Board involvement in promoting and supporting the College in recent years is a decided strength. The size and diversity of the Board and its methods of participation in institutional governance are all strengths. The assessment above rates Board quality as the eighth greatest strength of the College; it was not highly rated in earlier self-studies, and is thus a growing factor in institutional strengths.

Administration. The administrative team is a strength and is so considered by various groups within the College. The committees through which administration and faculty work to accomplish the functions of the institution are so structured as to represent strengths by spreading responsibility for both decision-making and action over a broader base.

Supporting Resources. College facilities have been improved considerably by construction of the new cafeteria, new student union, and new women's dormitory. The library continues to be a strength. The buildings are relatively new and are kept in good repair.

Financial resources are improving, which is noted as a strength in spite of the fact that they are still not as great as desired. Management of resources by the business office is a particular strength.

Institutional advancement has made great strides in recent years in fund raising, public relations, and student recruitment. Fund raising has been particularly successful in the past year.

Alumni Achievement. Chapter 7 documents alumni achievement in academic, occupational, spiritual, and family values areas. The successes of alumni and their increasing support of the College are a strength, indicating the fulfillment of institutional objectives and portending a future brightened by alumni assistance.

Student Achievement. Student achievement is seen both

in alumni progress and in the data noted in Chapters 3 and 8 on grades, graduation, and transfer success.

Service. One strength that is being increasingly recognized is service to the community and to the broader constituency by students and faculty, by Powell Apartments, and by lectureships and other programs both off and on campus; these are documented in Chapter 8.

II. ASSESSMENT OF WEAKNESSES

The same procedure was followed for assessing weaknesses that was used to determine strengths. The result was the following composite list, ranked according to total number of points accumulated by all the groups who rated them.

WEAKNESSES	BOARD N=21 P - M	ADMINISTRATION - N=5 P-M	FACULTY N=15 P - M	STAFF N=15 P- M	STUDENTS N=12 P- M	TOTAL N=68 P - M
1. Facilities Needed	41-13	10-4	49-12	52-14	34-11	186-54
2. Funds & Endowment	78-21	23-5	36-11	21- 6	5-1	163-43
3. Student Recruitment	26- 8	6-2	21- 7	13- 5	17-4	83-26
4. Low Salary Scale	17- 5	17-5	32-10	7-3	5-1	78-24
5. Need Broader Curriculum	15- 5	4-1	7-3	10-4	13-5	49-18
6. Internal Communication	3-1	--	8-2	18-5	4-1	33-9
7. Academics Given 2nd Place to Extra-curricular	--	--	14-3	8-2	4-1	26-6
8. Counseling Needs - Personal/Academic/Career	--	4-2	8-2	13-4	--	25-8
9. Cost of Attendance	--	--	--	4-1	21-6	25-7
10. Rules/Discipline Administration	--	--	5-3	3-1	15-4	23-8
11. Need Higher Faculty Degrees	--	--	4-1	12-3	3-1	19-5
12. Low Admissions Standards	10-3	--	8-2	--	--	18-5
13. Curriculum Emphases	--	--	3-1	--	14-5	17-6
14. Constituency Support	17-4	--	--	--	--	17-4
15. Community Support	11-3	1-1	--	3-1	--	15-5

The weaknesses ranked in the table above according to total points will also be seen to be those commonly perceived by the different groups as they are listed separately.

Assessment by Different College Groups

The seven greatest weaknesses, as seen by the different groups who ranked them, are as follows:

Board Assessment of Weaknesses:

(1) Funds & Endowment
(2) Facilities Needed
(3) Student Recruitment
(4) Low Salary Scale
(4) Need Broader Curriculum
(5) Constituency Support
(6) Community Support
(7) Public Relations

Administration Assessment of Weaknesses:

(1) Funds & Endownment
(2) Low Salary Scale
(3) Facilities Needed
(4) Student Recruitment
(5) Counseling Needs - Personal/Academic/Career
(6) Need Broader Curriculum
(7) Community Support

Faculty Assessment of Weaknesses:

(1) Facilities Needed
(2) Funds & Endowment
(3) Low Salary Scale
(4) Student Recruitment
(5) Academics Given 2nd Place Extra-Curricular
(6) Internal Communication
(7) Counseling Needs - Personal/Academic/Career
(7) Low Admissions Standards

Staff Assessment of Weaknesses:

(1) Facilities Needed
(2) Funds & Endowment
(3) Internal Communication
(4) Student Recruitment
(5) Counseling Needs - Personal/Academic/Career
(6) Need Higher Faculty Degrees
(7) Need Broader Curriculum

Student Assessment of Weaknesses:

(1) Facilities Needed
(2) Cost of Attendance
(3) Student Recruitment
(4) Rules/Discipline Administration
(5) Curriculum Emphases
(6) Need Broader Curriculum
(7) Funds & Endowment
(7) Low Salary Scale

Three weaknesses--facilities, funds and endowment, and student recruitment were listed among the top seven by every group. Two other concerns--low salary scale and need for broader curriculum--were listed by four of the five groups as among the top seven weaknesses. One weakness, counseling needs, was listed by only three groups. Internal communications was listed by only two groups.

The weaknesses listed by either four or five of the College groups, and therefore in terms of mention being the most important, are the top five in the list compiled in terms of total points. In order of mention, they are:

(1) Facilities needed
(2) Insufficient funds and endowments
(3) Student recruitment
(4) Low salary scale
(5) Need for broader curriculum

If a sixth were added to this, it would be one mentioned by only two groups--internal communication; these six would also be the top six in order of total points. From this it is evident that there is as much agreement about the weaknesses as there is about the strengths of the College.

1977 Assessment

Most of the weaknesses felt in 1977 were also the ones perceived in 1982. "Too few faculty/staff" was listed only in 1977, and "Low salary scale" was ranked among the top seven only in 1982. Communication gap was ranked twelfth in 1977 and sixth in 1982.

Among those not ranked in the top seven, four items mentioned as weaknesses in 1977 were either not felt at all or had been turned into strengths by 1982:

(1) Lack of alumni involvement
(2) Need stronger, more effective Bible Department
(3) Lack of accreditation
(4) Lack of Board participation

"Facilities" was still ranked at the top of the weaknesses list in 1982, followed by the need for funds and for more students. Progress was noted in facilities with the new cafeteria, student union, and dormitory, but the need is still felt for a gym, more office space, more library space, and more classrooms and laboratories.

Those items ranked among the top 15 needs only in 1982 were:

(1) Academics given second place to extracurricular
(2) Counseling needs--personal, academic, career
(3) Cost of attendance
(4) Need higher faculty degrees
(5) Low admissions standards

Three of these items are related to student achievement problems which have been felt more keenly as the number (not the proportion) of marginal students has increased; one is related to economic trends; and one ("Need higher faculty degrees") is now perceived as a result of upper-level courses being included in the curriculum.

Weaknesses Noted Elsewhere

Most of the concerns expressed elsewhere in this Self-Study are the items here assessed as weaknesses by the various College groups.

Facilities. The need for facilities is noted in Chapters 3 and 6. More office space for both faculty and administration is needed. Need for a gym is strongly felt by students, faculty, administration, Board, and staff. The intramural program, intercollegiate athletics, and physical education courses require gym facilities, which are becoming more difficult to rent in some instances.

Funds. Since finances are related to most other needs, this is always felt as a weakness. Finances have improved, but there is still more room for improvement. This is addressed particularly in Chapter 6 and is noted elsewhere also.

Student Recruitment. Student body size is both a strength and a weakness; students ranked "small size" as the third most important factor in causing them to choose OVC (page 24), but they also ranked the need to recruit more students as their third most important concern.

Curriculum Needs. The Retention Committee listed curriculum needs as one of the factors contributing to student attrition (page 25). This is also discussed in Chapter 4. Although it is felt as a weakness that curriculum is not broader, it must be noted that over the past four years curriculum has grown at the rate of 2.3 times as fast as student body size, as the following chart shows.

	1978	1980	1982
No. Courses	121	144	167
% Increase	--	19%	16%
No. Students	233	249	272
% Increase	--	6.8%	9.2%

The total increase in student body size (full-time students) since 1978, using projected fall, 1982 enrollment figures, will be 16.7%. The actual increase in number of courses offered during that same time is 38%, and less than half of that is due to the development of the four-year Bible program.

Counseling. The need for a counseling center and for better academic, career, and personal counseling has been noted in Chapter 3 as well as in the needs assessed in this chapter. Student retention, grades, and personal and career problems all reflect this need, and plans are in effect to meet this need.

Other Evaluations

Assessment by 1978 North Central Evaluation Team. The areas of strength and weakness listed by the 1978 North Central evaluation team are listed on pages 7-8, of this Self-Study, and the College's actions in response to them are listed on page 9. These will not be listed here, but will be dealt with in the next section.

III. FUTURE ACTION INDICATED

Positive actions which will capitalize on present strengths and remedy existing weaknesses are important to faculty, staff, and administration.

Capitalizing on Strengths

Strengths can be expanded and utilized to greater advantage in several areas.

(1) The quality faculty recognized by all is being expanded by recruiting additional faculty members and by continued upgrading of the training of existing faculty. Funds have been budgeted for more in-service conferences and workshops, for supported leaves to do additional formal class work, and for travel to professional meetings and conferences.

(2) Christian emphasis, which was ranked high by four groups and is recognized by all as vital, must be a continued emphasis if the College is to retain its identity. To this end students must be recruited who can profit most from and contribute most toward the goals of OVC. Faculty and staff recruitment and development must also emphasize a values commitment that will insure their insistence upon a continuing Christian emphasis.

(3) The qualified administrative team, considered by four of the College's rating groups to be a strength, must maintain its qualifications by

attending conferences, workshops, and classes. They must also add to their number those administrators and staff members who will continue to build a teamwork operation. Continued self-evaluation by other administrators and by the Board of Trustees will be required to keep them attuned to their responsibilities.

(4) Commitment of personnel to objectives, which is ranked fourth in total points by times mentioned, is a strength closely related to the maintaining of a Christian environment, a qualified faculty, and a good academic program. It must be a priority matter to be certain that all personnel are committed to Christian education, and this applies to the administration as well as to faculty and staff. The identity, indeed the very future, of the College is at stake here; to continue to exist as a unique Christian college requires a special commitment of all personnel.

(5) The academic program, recognized by four groups as one of the strengths of the College, should also be expanded, but only as there is a demand for courses and degree programs to be added. The soundness of the program can be maintained by insuring that grade inflation does not make it meaningless, and transferability must be guaranteed by continual checking of course and program requirements at senior colleges, as well as by maintaining regional accreditation. The expansion of the academic program, like the expansion of the faculty, is directly dependent upon increased enrollment.

(6) Quality staff, a strength more visible in the past four years, is an important asset that must be maintained and increased by careful attention to staff development and the recruitment of additional quality staff as needed. Administrative resourcefulness will be called upon to use organizational structures that most effectively employ staff talent.

A strength that fell from sixth to ninth place in rank from 1977 to 1982 is the quality of the student body. This strength must be increased both in academic and spiritual excellence by adequate recruiting, by proper faculty evaluation in grading, and by the necessary direction and discipline from the office of student affairs. Spiritually-minded students and committed faculty and staff are the key to Christian emphasis, so it is evident that all of these strengths must be cultivated together.

Other strengths not so often mentioned nor so highly ranked (see page 9-2) can be used and developed so that they are even more important in contributing to the success of the College's operations. The Board has become a strength; alumni achievement continues to be a strength; and OVC's service component is an increasing strength. Plans are being implemented to develop even more service and to increase the involvement of Board and alumni in the support and functioning of the College.

Overcoming Weaknesses

(1) The greatest weakness, both in ranking and times mentioned, is the need for more facilities. During the past

three years three new facilities have been completed, but the need is felt for still more. OVC has long needed a gym, and the need for more office, lab, and classroom space is being felt more strongly as the institution grows. With the Title III grant starting in October 1982 will come an even more pressing need for space for offices and computer facilities.

Office space for Bible faculty and for the Counseling Center has been made possible by the new dormitory construction. Two suites of rooms in older dormitories are being used for these offices, and this in turn releases some space for more faculty and for student publications. Additional space is being sought by a proposal to locate office trailers by the Administration building; these could be used for computer facilities, classrooms, and offices. If this proves not feasible, the institutional advancement operation (offices and mail room) could be moved to the OVCIC Professional Building and their present space taken over for computer facilities, classrooms, and offices. How this will be done is unresolved as of this writing.

(2) Insufficient funds and endowments, the number two weakness, is a factor contributing to other problems such as the need for additional facilities and student recruiting problems. Over the past few years the College has built an administrative team with fund-raising and fund-managing expertise which was not available in former years. Great strides have been made in funding in the past three years, and it is expected that even more effective fund-raising programs will be built upon these successes.

(3) Student recruitment needs ranked third as the concern of all groups within the college. Small student body size affects other areas and creates problems in finances and in faculty and curriculum size. One problem affecting recruitment is the cost of attending OVC, which was ranked by students as the second greatest weakness (see pages 117-119. One goal is to increase endowment funds so that student costs can be reduced; this would greatly enhance student recruitment.

It must be noted that, though student recruitment is ranked high as a concern, there has been an increase of 16.7% in student body size from 1978 to 1982. The rate of increase has slowed considerably, but there has still been an increase in all years since 1974, with the exception of 1980. As has been pointed out in Chapter 6, an emphasis is being put on strengthening both recruiting and retention operations.

(4) The low salary scale is a weakness that is tied directly to the need for greater funds and endowment. During the past three years, summer school has kept several faculty members employed and has helped their personal finances, and a policy of employing faculty with doctorates on twelve-month contracts will improve salaries. When funding is increased, salary increases will be a concomitant result.

(5) A fifth need recognized by four groups is for broader course offerings. It has been pointed out on page 120 that the OVC curriculum has grown

more rapidly than the student body, and it is recognized that pressure to expand curriculum much more rapidly than enrollment growth will strain the ability of a small but capable faculty to do their jobs well.

In the past two years enough courses have been added to make a four-year Bible program viable. It is anticipated that in the next three years curriculum will be broadened enough to include a two-year program in computer science. The Title III grant proposal calls for one faculty member to be employed part-time in researching curriculum needs and for a full-time computer science specialist for three years to develop a computer science curriculum.

Other Weaknesses. Various other weaknesses were mentioned, many of them connected with those already noted. Others will be noted here in order of their ranking by the total groups.

Internal communication was seen as a problem by faculty, staff, and students. Various means have been tried in an attempt to improve internal communication but it remains a problem perceived by many. As the institution has grown, the closeness that permits full communication has lessened, and thus the problem is all the more perceived. New ideas are being sought in an attempt to devise both formal and informal procedures that will enhance communication between all groups.

That academics is given second place to extracurricular activities is related to the need for counseling and to a need formerly ranked higher than this survey listed it--the need for students to use their time more wisely. In the past few years faculty have felt that students seem less serious about their class work than previously, although they are more concerned with the needs of others. Counseling provisions will help to guide students in setting priorities. Since this problem was perceived only by faculty, staff, and students, administrators should give some attention to it to see that their priorities are correct in the planning of academic and extracurricular activities.

The need to modify the administration of rules and discipline is seen by some faculty, staff, and students as important. The present system of discipline administration was designed in part by students, and students also have had input into the development of rules. Some changes in the procedures have already been made, and others will be studied and made as they are perceived workable.

The need for more faculty degrees is a weakness pointed out by the development of the upper level curriculum in Bible. As more funds are made available for faculty development, more faculty will upgrade their degree credentials. This will be given a boost by some of the provisions in the newly awarded Title III grant.

Low admissions standards was a problem felt only by Board and faculty. The present standards are reviewed regularly, although they have been in effect for many years. It is inevitable that as pressure is increased for more

intensive student recruitment, more marginal students will be recruited. One thing that will help this problem, though not a panacea, is the counseling center with its diagnostic capabilities to help pinpoint career-choice, academic, and personal problems. The new scholarship increases should also help to offset this problem by attracting more high quality students.

Chapter 10

PROJECTIONS FOR THE FUTURE

In this chapter, projections are given for the next five years in detail, and more general figures are given for a 10-year point in the future. The assumptions underlying the projections are first given; then the projections are given for enrollment, finances, personnel needs, campus growth and the institutional advancement plans designed to support the projections.

I. ASSUMPTIONS FOR PROJECTIONS

Any set of projections is predicated on assumptions and is only as meaningful as the assumptions are accurate. There are three sets of assumptions for 1982-92 on which Ohio Valley College's predictions are based;--one set for the United States, one for the churches of Christ, and the third for the College itself. These assumptions have evolved from a 1972 study by Dr. Sidney Tickton for the West Virginia Association of Private Colleges and from data studied and discussed at Administrative Committee and Faculty meetings. Current trends and projections by the Federal government and others have been studied, and the assumptions are educated guesses based on demographic and economic data combined with the developments of religious and educational institutions related to OVC.

Assumptions for the Whole United States, 1982-92.

The following assumptions are made concerning the next ten years:

(1) World situation: The world will remain in troubled peace; neither a world war nor widespread disarmament will occur.

(2) U.S. Gross National Product: Will continue to rise slowly.

(3) Price level for goods and services: Price levels are expected to increase at the rate of eight percent per year on the average.

(4) Number of students enrolled in higher education: Will decline somewhat over most of these years.

(5) Public colleges and universities: Will enroll an increasing proportion of the higher education students.

(6) Educational offerings and opportunities beyond the high school: Will continue to expand to meet a wide variety of needs--professional, cultural, and technical.

(7) Faculty salaries and benefits: Will follow the economy.

(8) Continuing education at the college and university level: Will expand and will include training or retraining of adults to meet expanding professional and technical demands of business and industry.

(9) Financial aid to private higher education by government agencies, both federal and state: Will continue at present levels or will decrease over the years.

(10) Foundation grants to higher education: Will increase to offset reductions in federal aid.

(11) Individual and corporation gifts to higher education: Will follow the economy.

Assumptions for Churches of Christ, 1982-92.

The following assumptions are made for the churches of Christ, whose members have a vested interest in Ohio Valley College.

(1) Membership: Will remain stable or will grow at slow rate in the nation as a whole and in the Ohio Valley.

(2) Doctrinal positions: Will remain essentially the same with a tendency toward liberalization. There will be increasing friction with ultra-liberal elements.

(3) Attitude toward Christian education: Will remain the same toward higher education with more interest in elementary and secondary levels. Some greater interest in higher education will be developed by Ohio Valley College in the Ohio Valley area.

(4) Preacher training schools: The preacher training schools established by and operated under individual churches of Christ, including their "Bible Colleges," will increase in number and influence nationwide, and will compete with Christian colleges for Bible students.

(5) Financial support of Christian education by Christians: Will rise absolutely for elementary and secondary levels, and will rise with the economy for higher education. An exception is that more sophisticated estate planning advice may yield colleges larger single gifts.

(6) Christian student population: Will remain static except for those institutions who win them away from sister colleges and state institutions through more effective recruiting and/or unique programs, or for the Christian colleges that can use such programs to enroll those Christian young people who would otherwise not go to college at all.

Assumptions for Ohio Valley College, 1982-92.

Arising in part from the preceding assumptions and in part from current positions and trends perceived here, the following assumptions are made for the next decade at Ohio Valley College:

(1) Enrollment: Will build up at a rate of 3% for 1982-87, then at 4% for 1987-92. Church constituency will be the primary source.

(2) Entrance requirements: Will remain the same.

(3) Tuition and fees: Will rise with the economy but stay at the present relative value.

(4) Financial assistance to the institution: Will come from gift income, investment income, auxiliary enterprises, and government grants.

(5) Academic program: Will remain liberal arts-centered;

some vocationally-oriented programs will be added, and a few additional baccalaureate programs may be added.

(6) Scheduling: Will become more flexible, but will emphasize teacher-student contact.

(7) Faculty: Will require higher compensation and eventually will reach 20:1 student-teacher ratio.

(8) Student aid: As student body grows, average aid per student will decrease slightly.

(9) Plant: A new dormitory, a gymnasium with classroom wing, an addition to the library, two tennis courts, and the conversion of several spaces for other uses will be needed.

(10) Research: Only institutional research will be done.

(11) Services: Community services may broaden somewhat to include not only the Powell Apartment management, food services, convocations, and meeting space (as currently done), but with the physical education facility will include more community auditorium-type programs and athletic facilities.

Objectives and Accomplishment

A discussion of the objectives and the commitment to them is found in Chapter 2, and Chapter 7 is devoted to the achievement of these goals in the lives of alumni. The above assumptions do not anticipate any changes in the basic goals of Ohio Valley College, nor do the following projections necessitate any such changes. If occasion for changes in goals arises in the future, the direction taken can hardly be much different without changing the College's identity, and such changes are not presupposed here.

II. PROJECTED ENROLLMENT PATTERNS AND DISTRIBUTION

In this section, projections are given of the number of students expected over the next five years and at a ten-year point. Dormitory needs are then discussed, and the recruitment plan needed to bring this about is set forth.

Number and Mix of Full-Time Students.

The number and mix of full-time students (new applicants/ other lower level/Bible juniors/ Bible seniors) and men/women are projected on the enrollment chart on page 128 . There is some reason to believe that these projections are realistic and to have confidence in them.

For example, projections were made in August, 1975 for the 1975, 1976, and 1977 fall enrollments, and in fall, 1977, projections were made for the 1978-81 enrollments. Comparisons can be made between the projections and actual enrollment figures in the table below.

Year	Projected	Enrolled
1975	125	131
1976	155	153
1977	180	182
1978	200	233
1979	220	273
1980	240	249
1981	260	262

OHIO VALLEY COLLEGE - FALL ENROLLMENTS
PAST FIVE YEARS ACTUAL & NEXT TEN YEARS PROJECTIONS

Various Classifications	1977-1978	1978-1979	1979-1980	1980-1981	1981-1982	Future Proj. Based on Past	1982-1983	1983-1984	1984-1985	1985-1986	1986-1987	1991-1992
Full Time Equivalent	198	249	293	271	276	F.T.S. x 1.074	292	303	317	332	348	442
Full Time Students	182	233	273	249	262	N.A.R. + A.O.L.L.S. + Jr.+Sr.	272	282	295	309	324	412
New Applicants Registered	109	151	159	137	145	3% Incr.-1982-86 4% Incr.-1987-92	149	153	158	163	168	205
All Other Lower Level Students	73	82	114	112	104	.74 x Prev. Fall N.A.R.	107	110	113	117	121	146
Juniors/Bible	-	-	-	-	12	Add 3 per year	9	12	15	18	21	36
Seniors/Bible	-	-	-	-	1	.75 x Prev. Fall Juniors	7	7	9	11	14	25
Part Time Students	14	11	11	10	16	.05 x F.T.S.	14	14	15	15	16	21
Total Head Count	196	244	284	259	278	F.T.S. + P.T.S.	286	296	310	324	340	433
Commuters	26	31	23	25	30	F.T.S.less D.R.	30	31	32	34	36	45
Dorm Residents	156	202	250	224	232	.89 x F.T.S.	242	251	263	275	288	367
Dorm Men	72	86	104	90	106	.43 x D.R. + ½x (Jr. & Sr.)	112	117	125	132	140	187
Dorm Women	84	116	146	134	126	D.R. less D.M.	130	134	138	143	148	180
Academically Freshmen FTS, M/F	55/66	65/94	77/92	69/90	76/81	1.09 x N.A.R. 45% Male/55% Fem.	73/90	75/92	77/95	80/98	82/101	100/123
Sophomores FTS, M/F	34/27	36/38	39/65	38/52	40/52	.87 x A.O.L.L.S. 46% Male/54% Fem.	43/50	44/52	46/53	47/55	49/57	58/69
Juniors-Bible FTS,M/F	-	-	-	-	12/0	Same as above	9/0	12/0	15/0	17/1	20/1	35/1
Seniors-Bible FTS,M/F	-	-	-	-	1/0	Same as above	7/0	7/0	9/0	11/0	13/1	24/1
TOTAL FTS, M/F	89/93	101/132	116/156	107/142	129/133	Fresh. + Soph. + Jr. + Sr.	132/140	138/144	147/148	155/154	164/160	218/194

Actual enrollment has exceeded projected enrollment for six of the past seven years. Two of those six years, 1978 and 1979, saw enrollment jump 33 and 53 higher than projected, and for this there has been no explanation, though one has been sought. The rest of the time the actual enrollment has been near what was projected, ranging from -2 to +9 of anticipated enrollment.

Dormitory Needs Projected

Student enrollment projections have implications for space utilization, including dormitory and classroom space.

With the addition of the new women's dormitory in 1981, the campus resident capacity rose to 148 women and 112 men without crowding, or 222 women and 134 men crowded as much as is reasonably practical.

By referring to the chart on page 128, it can be seen that a new men's dormitory will be imperative by 1986-87 and that women will be crowded the year following, if projections are realized. The schedule of construction of the master plan for campus development calls for men to be housed in part of the gymnasium complex to be built when attendance reaches 330 full-time students (projected 1987-88) and for a men's dorm with a capacity of 260 to be constructed when 400 enrollment is reached (projected 1991-92).

It is always possible to place students in off-campus facilities on a temporary, emergency basis, as has been done at times in the past, but this is not ideal and tends to work at cross purposes with OVC objectives of a spiritual emphasis on campus.

Recruitment Plan to Achieve Projections

Methods. A description of methods of recruitment is found on pages 76-77, where the admissions staff, early recruitment, group efforts, and individual contacts are discussed. It is believed that the efforts described there and in this section will achieve enrollment goals for the next several years without additional admissions counselors, despite national enrollment trends and financial aid cutbacks.

The College's admissions staff includes a director, three full-time and one part-time admissions counselors, and a secretary/office manager. Each of the four full-time admissions professionals is involved in a highly personalized admissions and financial aid counseling program. The recruiter maintains frequent contact with individual prospective students, not only through the mail, but by personal visits and phone calls.

Prospective students are identified through a variety of programs, including an annual high school day in the fall and a youth rally in the spring. Use of direct mail has increased considerably during the last few years, as have visits to schools, churches, and youth camps. The admissions staff conducts two prospect "phonathons" every year in an attempt to call each of the 1800 seniors on the mailing list. These efforts should continue to provide an ever-increasing prospect "pool."

Areas. Each counselor, as well as the director, is responsible for an assigned geographical area. Application quotas are set for each territory on the basis of enrollment projections and available demographic data. The recruiting areas are as follows:

Area 1: Northern Ohio, northern West Virginia, western New York, and western Pennsylvania.

Area 2: Southern Ohio, Indiana, and Kentucky

Area 3: Southern West Virginia, Virginia, Maryland, and North and South Carolina.

Area 4: Wood County, WV, Washington County, Oh, and the New England states.

The actual number of applicants who have registered from each area over the past four years (fall figures), and the number who are projected to register over the next five years, are shown in the tables below:

Registered Applicants Per Area

	1978	1979	1980	1981
Area 1	42	41	54	45
Area 2	38	38	27	29
Area 3	50	56	37	42
Area 4	24	25	24	26

Projected Registered Applicants Per Area

	1982	1983	1984	1985	1986
Area 1	45	47	50	52	54
Area 2	35	38	40	43	45
Area 3	50	52	55	57	59
Area 4	35	36	38	40	42

Needs. In order to achieve these projections, the admissions program must continue to improve and expand its effort. The following needs are foreseen:

(1) Additional secretarial staff.

(2) Continued development of areas beyond Ohio, West Virginia, and Pennsylvania.

(3) Increased percentage of Christian students in West Virginia who attend OVC.

(4) Early identification of prospective students during the sophomore and junior years in high school.

III. FINANCIAL PROJECTIONS

The on-going process of planning for the future is vital to institutional progress. Perhaps the most difficult aspect of future projections is the financial part. No one really knows how the economy will perform next year or five or ten years in the future. Also, the financial projections combine with many other projections, such as are discussed in this chapter, which are themselves based on uncertain future assumptions.

The wisest course is to look at the past, evaluate the present, and make certain assumptions for the future in order to arrive at the best possible financial projections. This the College personnel have attempted to do.

Rationale for Projections

The basic economic assumption that was used in the projections that follow is that inflation will increase at an

average annual rate of 8%. The basis of this was a study of the inflation rate over the last ten years, coupled with a significant recent decline in that rate.

Other projection assumptions came directly from the information that is outlined in this chapter in regard to student enrollment, personnel needs, and capital expansion.

Budget Projections

On page 132, and used as part of this discussion of budget projections is the "Schedule of Current Unrestricted Revenue and Expenditures-Actual and Projected" (referred to as "Operating Fund Schedule"). The figures and assumptions used are discussed in the following pages.

The Operating Fund Schedule lists the last five fiscal years' actual revenues and expenditures. These figures are taken from unqualified audits performed by an independent CPA firm. The amounts are for the current unrestricted fund only and do not include the restricted fund.

The current 1982-83 fiscal year's budget is listed next. All of the future projection increases use the 1982-83 budget figures as their base. Each of the next five years is projected in detail, as is the ten year point. A discussion of the projection assumptions is found below.

Expense Projections

General. Most of the expenditure classifications are projected to increase each year at the assumed 8% inflation rate.

Personnel. As will be discussed later, personnel will be added as the need arises. A separate schedule, which is not included in this report, has been calculated so that the cumulative effect on each year's additional salaries and related fringe benefits is listed. The average annual salary of the present full-time employees is used as the base figure and is thereafter increased by the assumed 8% inflation rate. Since these new employees' salaries are not known now and will be classified under several different expenditure categories in the future, a line entitled "New Personnel" was added on the Operating Fund Schedule.

Facilities. The campus master plan that was produced during the first part of 1982 by the College's architect, Omni Design Group, is discussed in more detail later. In order to calculate the figures for the line entitled "New Buildings" on the Operating Fund Schedule, the assumption was that all capital expansion and improvements would be paid for by capital fund-raising efforts. Therefore, this line contains only the cost of utilities and insurance on the proposed new buildings for the next ten years. Capital improvements are detailed on the "Schedule of Construction" referred to in the master plan discussion.

Present Debt. The line on the Operating Fund Schedule entitled "Educational and General Transfers" is composed mainly of the debt service on the $3,000,000 note that was made in November, 1980. Those proceeds were used to construct the New Women's Dormitory, pay off the notes for the construction

OPERATING FUND SCHEDULE
ACTUAL AND PROJECTED 1977-78 Thru 1991-92
OHIO VALLEY COLLEGE CURRENT UNRESTRICTED FUND - REVENUE AND EXPENDITURES

	A C T U A L					P R O J E C T E D					
Revenue	1977-78	1978-79	1979-80	1980-81	1981 82	1982-83	1983-84	1984-85	1985-86	1986-87	1991-92
Student Tuition & Fees											
Tuition	$ 233,175	$ 313,401	$ 399,758	$ 421,595	$ 454,504	$ 551,820	$ 614,295	$ 695,595	$ 784,125	$ 890,100	$ 1,660,500
Other Fees	31,350	39,496	56,515	70,710	69,602	75,678	81,732	88,271	95,333	102,959	151,291
Endowment & Annuity Inc.	3,370	7,926	42,493	49,971	51,614	55,463	59,900	64,692	69,867	75,457	110,871
Gift Income	335,215	826,216	425,112	456,433	829,500	800,000	886,202	904,986	1,004,875	1,040,173	1,182,043
Sales&Serv. of Educ.Act.	3,396	4,201	11,857	14,181	11,578	13,150	14,202	15,338	16,565	17,890	26,287
Sales&Serv. of Aux. Enter.											
Dorm Rent	65,667	92,384	119,814	127,104	141,684	163,125	183,064	206,847	233,984	264,784	496,541
Board Fees	126,804	179,110	241,581	259,781	277,674	319,740	357,752	405,076	457,662	517,353	968,776
Other Sales	42,558	57,177	64,833	81,570	85,586	72,251	78,031	84,274	91,015	98,297	144,430
Other Sources	14,166	23,855	23,650	137,933	135,050	73,700	79,596	85,964	92,841	100,268	147,327
Total Revenue	855,701	1,538,766	1,385,613	1,619,278	2,056,792	2,124,927	2,354,774	2,551,043	2,846,267	3,107,281	4,888,056
Expenditures											
Instructional	105,633	150,908	180,372	211,802	253,485	275,591	297,638	321,449	347,165	374,939	550,908
Academic Support	17,364	47,883	50,943	54,648	88,108	84,712	91,489	98,808	106,713	115,250	169,340
Student Services	106,897	120,425	138,648	173,010	209,478	219,216	236,753	255,694	276,149	298,241	438,214
Institutional Support	240,814	261,693	338,017	402,413	491,020	486,955	525,911	567,984	613,423	662,497	973,426
Employee Benefits	39,598	51,854	63,121	77,750	103,797	101,251	109,351	118,099	127,547	137,751	202,401
Oper.&Maint. of Plant	167,195	85,290	121,052	122,919	128,507	132,074	142,640	154,051	166,375	179,685	264,017
Scholarships	26,838	43,209	40,201	42,326	42,920	100,300	108,324	116,990	126,349	136,457	200,500
Educ. & Gen. Transfers	29,083	42,599	81,500	196,629	337,361	340,181	340,181	340,181	340,181	340,181	340,181
Auxiliary Enterprises	173,571	280,562	363,638	401,644	352,283	364,647	393,819	425,325	459,351	496,099	728,932
New Bldgs.(Util.&Ins.)						-	-	-	85,800	92,400	258,750
New Personnel (Incl.Bene.)						-	108,668	152,462	197,214	273,781	761,387
Other Transfers	40,909	444,446	135	(65,177)	45,192	20,000	-	-	-	-	
Total Expenditures & Transfers	847,902	1,528,869	1,377,627	1,617,964	2,052,151	2,124,927	2,354,774	2,551,043	2,846,267	3,107,281	4,888,056
Net Increase in Fund Balance	7,799	9,897	7,986	1,314	4,641	-	-	-	-	-	

of the Fox Dining Hall and the Stanley Student Union, and set up a $200,000 note reserve. This note is for 26 years, so this line remains the same for the next ten years.

Student Income Projections

The chart of projected fall enrollments on page 128 forecasts the full-time student population to grow from 272 in 1982 to 412 in 1991. By combining these figures with increases in student fees at the assumed inflation rate of 8%, one obtains the amounts for the lines on the Operating Fund Schedule labeled "Tuition," "Dorm Rent," and "Board Fees."

Gift and Other Income Projections

Other Income. As can be seen on the Operating Fund Schedule, five other income categories are projected to increase at the assumed inflation rate of 8%. One of the goals of the development staff is to increase the endowment funds significantly so that more income for the current fund can be realized. However, such a goal is long range and cannot be counted upon for immediate benefits.

Gift Income. As in most private colleges, gift income is a vital part of the current operating budget. For the 1982-83 year, gift income is about 38% of the total budget. By observing the figures on the "Current Fund Schedule," one can see that this percentage is expected to decrease to about 24% in the 1991-92 fiscal year, a smaller percentage of gift income is needed to balance the current operating budget.

As noted in the above paragraph on facilities, all of the cost of new facilities will be raised by gifts from capital fund drives. This comes to a total of approximately $11,500,000. That, coupled with the gift income needed each year in the current operating fund and the goal of increasing the endowment funds, adds up to large amounts to be raised in the next ten years. However, with the institutional advancement plans detailed herein, this should be feasible.

Conclusion. By reviewing the Operating Fund Schedule in its entirety, one can see that the future of Ohio Valley College is going to involve millions of dollars being received and spent. The administration believes, however, that these projections have been realistically and conservatively constructed and that they can be relied upon to present an accurate picture of the financial stability of Ohio Valley College.

IV. PROJECTIONS OF PERSONNEL NEEDS

The need for personnel over the next several years will be directly proportional to the size of the student body, the size of the campus building plant, and the organization needed to recruit students and support the operation financially.

The table on the following page lists the projections for students (full-time total and full-time equivalent); the projections for personnel (administrators, faculty, professional support staff, secretaries, maintenance staff, and other staff);

and the campus plan projections (buildings needed and classrooms of various sizes available). This is much data for one table, but it enables one to see the student size basis for various projections relating to personnel and facility needs.

PROJECTIONS FOR STUDENTS, PERSONNEL, BUILDINGS AND CLASSROOMS

PERSONNEL OR BUILDING ITEM	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92
Full-time Student Enrollment	272	282	295	309	324	339	357	374	393	412
Full-time Equivalent	292	303	317	332	348	364	383	402	422	442
Personnel:										
Administrators	5	5	5	5	5	5	5	5	5	5
Faculty Members	15	16	17	17	18	19	20	20	21	22
Faculty/Student Ratio	(16.8)	(16.8)	(17.3)	(17.2)	(17.4)	(17.8)	(17.8)	(18.3)	(18.3)	(18.4)
Professional Support Staff	11	13	13	13	14	17	17	17	17	17
Secretaries	7.5	10	10.5	11	11.5	12.5	13.5	14	14	14.5
Maintenance Staff	6	6	6	8	8	8	8	9	9	9
Other Staff	7.5	9	9.5	9.5	9.5	9.5	9.5	9.5	9.5	9.5
Personnel Totals	52	59	61	63.5	66	71	73	74.5	75.5	77
Buildings to be Added:	Chapel to class & 119 & 125	2 Tennis Courts	--	Gym	--	Library Expansion	--	Dorm & Lowland to Class	--	Track & Field & 4 Tennis Courts
Classrooms--Capacity 1-12 Students	2	2	2	2	3	3	3	4	4	4
Classrooms--Capacity 13-20 Students	3	3	3	4	4	4	5	5	6	6
Classrooms--Capacity 21-30 Students	3	3	3	4	4	4	5	5	5	6
Classrooms--Capacity 31-50 Students	3	3	3	4	4	4	5	5	5	6
Classrooms--Capacity 51-75 Students	2	2	2	2	2	2	3	3	3	3
Classrooms--Capacity 76-300 Students	1	1	1	1	1	2	2	2	2	2

Administration Projections

It is projected for the next five years that the present five administrators will be adequate. The five are the President, Vice-President for Academic Affairs, Vice President for Institutional Advancement, Vice President for Finance, and Director of Student Affairs. In administration, and to a lesser extent with other personnel, greater efficiency will be achieved by enlarging the student body. The same number of administrators will be able to service 400 students as now accomplish the task with 262.

Faculty Projections

The teaching faculty, which stood at an FTE of 17 in 1981-82 and will be at an FTE of 17.4 in the 1982-83 year, will need to increase at almost one full-time faculty member each year for the next ten years. If additional baccalaureate programs are added, more than one per year will have to be added to the faculty; the same might be true if such courses as Introduction to Computer Science were to be required for all students.

The 1981-82 teaching faculty of 28 included 15 full-time and 13 part-time personnel; 1982-83 will include an additional part-time person and heavier loads for some who taught part-time last year. Starting in 1982-83, one faculty member (not counted in the 17.4 FTE) will be on supported leave of absence for schooling; this will not affect projections except to add one-half of a faculty salary to the budget each year.

The following additions to the faculty are projected for the next nine years following 1982-83:

1983-84 - Science/Computer Science

1984-85 - Bible

1986-87 - Psychology or Computer Sci.

1987-88 - Psychology or Computer Sci.

1988-89 - English

1990-91 - Science/Mathematics

1991-92 - Business Administration/ Secretarial Science

If the additional faculty member in 1986-87 is in Psychology, the one in 1987-88 will have to be in Computer Science, and vice versa. In either case, the additional needs in those departments will have to be filled by part-time teachers until full-time instructors can be employed. Thus far the College has been blessed by a number of eligible teachers in the area who have been willing to assist by teaching part-time when they have been called upon.

Changes in anticipated numbers of students would necessitate changes in faculty members needed. Moreover, any change brought about by faculty turnover might require a rearranging of faculty loads according to expertise available.

Staff Projections

In the table on page 10-14, the staff categories and numbers are listed for 1982-83 as administrators (5), faculty (15), professional support staff (11), secretaries (7.5), maintenance staff (6), and other staff (7.5), for a total of 52. Professional support staff include a librarian, two in development, four

in admissions, one in financial aid, one business manager, one in public relations, and one in facilities.

The list below includes all additional personnel the College expects to need over the next nine years after 1982-83, on a year-by-year basis:

ADDITIONAL PERSONNEL IN PROJECTIONS

1983-84 - 1 Faculty Member, 1 Counselor for Counseling Center, 1 Development Representative, 1 Admissions Office Secretary, 1 half-time College Relations Writer, 1 half-time Financial Aid Secretary, 1 half-time Registrar Secretary, and 1 half-time Faculty Secretary

1984-85 - 1 Faculty Member, 1 half-time Bible Department Secretary, and 1 half-time Loans Clerk

1985-86 - 1 half-time Faculty Secretary, 1 Maintenance Foreman/Craftsman, and 1 Janitor for gym

1986-87 - 1 Faculty Member, 1 Librarian, and 1 half-time Bible Department Secretary

1987-88 - 1 Faculty Member, 1 Associate Dean, 1 Computer Center Director, 1 Administrative Assistant, and 1 Administrative Secretary

1988-89 - 1 Faculty Member, and 1 Faculty Secretary

1989-90 - 1 half-time Associate Dean Secretary, and 1 Janitor for new dorm

1990-91 - 1 Faculty Member

1991-92 - 1 Faculty Member, 1 half-time Associate Dean Secretary

Time and circumstances may change the perception of these needs, but at this time these projections appear realistic. Staff members are recruited in much the same way as faculty--through the informal but effective communication network between OVC and fellow Christians in its constituency area.

V. PROJECTED CAMPUS MASTER PLAN

Formation of Master Plan

In the beginning of Ohio Valley College, a master plan was developed. It was replaced within the first decade by a

second master plan by a different architect. When the College again changed architects in March, 1976, the Vice President for Academic Affairs prepared "Educational Specifications for Campus Master Plan and Dorms," a plan of educational needs and specifications for the campus five, ten, and thirty years from that date. This was used as a data base for planning the new cafeteria and student center.

In the fall of 1981 the College entered into a contract with Omni Design Group to carry out the present master plan study. The study required several months for development of the first draft. Alterations and further clarifications required several meetings; the whole process required about one year.

The master plan was based on information from three main sources:

(1) Facilities Planning Standards for New Jersey Public Colleges and Universities.

(2) SUNY's Procedures and Planning Guides for Community Colleges.

(3) Departmental Space Requirements Projected by Faculty, Staff, and Administrators of Ohio Valley College.

Summary of Master Plan

Introduction. The master plan is intended as the scheme by which land and facilities are developed and utilized at the institution. "The arrangement and size of buildings, playing fields and other functional elements, the pattern of vehicular and pedestrian circulation, and the scheduling and estimating of the cost of construction..." are the details supplied by the long-range plan. It is viewed as a tool that can and will be used to offer students an environment conducive to growth mentally, physically, socially, and spiritually.

The Academic Program. Information gathered for the master plan suggested that an FTE of 1,500 students would require a staff of 252, including 75 faculty (including department heads), 10 faculty secretaries and 167 other staff members. This is based on ratios of 20 students per instructor and 7.5 instructors per faculty secretary.

Other requirements given consideration in the plan are uninterrupted operations during construction, unimpaired circulation for handicapped persons, and the importance of faculty offices and classrooms being located close together.

A breakdown of projected instructional spaces by departments is as follows:

Bible & Religion	4,320 sq. ft.
Business Adm.	14,000 sq. ft.
Communication	10,960 sq. ft.
Fine Arts	21,500 sq. ft.
Math & Sciences	20,839 sq. ft.
Social Science	9,051 sq. ft.
Education	4,250 sq. ft.
Physical Ed.	58,000 sq. ft.

Existing Campus and Environs. The eight main buildings occupy only about 25 of the 133 total acres of the campus. The

remainder is on the top and two slopes of a forested hill, which will be the site of future construction. The area immediately surrounding the campus is low-density and residential. "Close neighbors" include a racquetball and swimming club, a large federally-subsidized housing project, a few small professional buildings, a mobile home park, a Masonic retirement home, several apartment buildings and several condominiums. Churches, schools, shopping areas and recreational facilities are within close proximity to the College and make its location a convenient and desirable one.

Facilities and Traffic Flow. Four design criteria were considered essential to the development of the campus master plan:

(1) Construction of new facilities must not cause the closing of other facilities.

(2) 700 parking spaces are required.

(3) 1500 FTE will require about 600,000 square feet of floor space.

(4) The main entrance to campus will continue to be from College Parkway.

While not being of adequate size to allow waste, the present campus does allow for facilities serving up to 1,500 students (the projected enrollment ceiling). At 1,500 students and 133 acres, the number of students per acre would equal 11.2, a figure slightly lower than everage, and thus beneficial.

Vehicular and pedestrian circulation play a major role in the development of any master plan. A perimeter road with service entrances and parking spaces will provide each building with good vehicular access to other buildings and to off-campus roads. However, only about one-fourth of all students have owned cars, and heavy use of on-campus roads will not be expected or encouraged. Walkways will link all areas of the campus, and people will enter buildings at different levels, allowing for a minimum number of elevation changes while walking. Walkways will be provided with seating and planted areas for informal social gatherings.

College Complex. As part of an overall effort to offer an environment conducive to mental, physical, social, and spiritual growth, the master plan uses the library, administration, and student union building as the focal point for future campus development. This complex and the classroom buildings will be linked by open pedestrian paths and by similar elements of materials and design.

Omni Design, in its master plan, states that "The academic complex should be based on the concept that the office elements contain central corridors which intersect pedestrian walkways leading to instructional clusters. A typical instructional cluster would group classrooms and laboratories around an interior lecture room. The design of the cluster should be based upon a module which is essentially a building block that can be used to allow ready rearrangement of space without costly alterations of framing."

As part of the master plan, a gymnasium and eight acres of

outdoor playing fields are planned. Spectator parking will be provided adjacent to the facilities and will be linked to a perimeter road allowing good vehicular circulation.

Maintenance and Improvement Projects

Along with the master plan study, early in 1982 a short-range study was done to outline the measures required to handle more immediate needs than those addressed in the master plan. The short-range study is also helpful in providing some transition from the present to the time when the College is in step with the master plan.

The most rapidly increasing expense in operating buildings has been energy costs, so many of the projected needs in this short range study deal with energy conservation measures. While projecting needs, this study also serves as a completion timetable, allowing proper budget and labor allocations.

Energy conservation projects planned for the next three years involve every building on campus. Each project is planned on the basis of initial outlay, alteration in operating expense, and consequent energy savings (determining length of payback period). One energy management system is planned for the New Women's Dormitory, and another will serve both Heather and Highland Halls. During the 1981-82 school year, energy management systems were installed in the Administration Building and Fox Dining Hall/ Stanley Student Union. The systems involve microprocessors which so control HVAC equipment that they thereby rest the equipment, prevent simultaneous surges, and provide night and off-hour automatic shut-down.

The energy conservation projects are not intended to inconvenience or make anyone uncomfortable. They are planned toward allowing equipment to operate more efficiently and to realize cost savings due to moderate and sensible operation.

In addition to energy conservation and normal campus and building improvement projects, the only area of needed emphasis is a plan to increase the amount of preventive maintenance performed campus-wide. Studies performed at other institutions indicate that a well organized preventive maintenance routine can save four dollars for every dollar invested. Emphasis will be given to increasing preventive measures and simultaneously decreasing curative measures.

Classroom Needs

The master plan by Omni Design speaks in a general way to the need for classroom space by specifying square footage needs for each department, and by projecting new classrooms being constructed when the student body reaches the levels of 300 and 400. At 300 the Chapel Hall is to be equipped with movable partitions to provide more classrooms, though at the same time classrooms 119 and 125 become laboratory and library space respectively; two classrooms will be eliminated, while three or four will be constructed. At the level of 400 the master plan projects two dormitory areas being converted into classrooms of indeterminate

number.

The master plan is incomplete in this regard; some temporary measures must be taken to get some additional classroom space before the 400 level is reached. The six bottom lines on the chart on page 133 show that additional classrooms of large and medium sizes will be needed by the time of the 364 and 383 levels, or by 1987-88 and 1988-89 as projected. These projections do not include space for a computer science laboratory nor for the institutional computer complex, nor do they deal with the need for office space which could compete with the need for classroom space.

The table below shows the number and capacities of classrooms currently in general use, which are projected to be adequate through 1984-85.

Classroom Capacity	Number Needed	Designations
1-12	2	121, 211
13-20	3	117, 119 212
21-30	3	125, 202, 203
31-50	3	114, 116 204
51-75	2	118, Fox D.H.
76-300	1	201 (Chapel)

The present facilities are strained at peak hours, but it will still be possible to schedule around these without great difficulty. Laboratory space, especially for a computer science lab, will rapidly become a problem that will require some temporary measures until more classrooms are constructed.

VI. INSTITUTIONAL ADVANCEMENT

Personnel and Future Efforts

The institutional advancement staff consists at present of the admissions staff as described earlier in this chapter; of the College relations or publicity staff of one director and one part-time writer; and of the fund-raising staff consisting of one vice-president, two development representatives, two secretaries, one mailroom clerk, and one part-time clerk-typist. In each of these divisions there are as many student helpers as are available each year.

The institutional advancement office projects that if present physical arrangements are maintained, four new people will be needed by 1984-85 (one clerk-typist for admissions, a secretary and an additional half-time writer for College relations, and a development representative and an additional half-time clerk typist for fund-raising. It is projected that these four can be reduced to two plus the help of an administrative assistant if a new location can be made available. This would be possible because of the added efficiency of the group being together. In either case, additional office space would be needed, and the additional fund-raising person should be a specialist in estate planning.

Continuing Efforts and Future Needs

Continuing Efforts. On-going fund-raising efforts for all three levels of gifts--annual fund, capital gifts, and deferred giving--are enhanced by special campaigns that call attention to continuing as well as to special needs. The support base has been broadened by asking donors to make commitments over three-year periods to allow staff more time to seek out potential new donors. The president and vice-president for institutional advancement work primarily in the capital and deferred gift areas, and the two development representatives work mostly in the annual fund area.

Future Needs. To meet goals and growth projections, the advancement staff needs to be expanded as outlined above. To develop endowment, a full-time estate planner/attorney needs to be added to the fund-raising staff to cut down on the number of hours the present team spends in research in the estate planning area. Such an addition would give the four present fund-raisers more time for prospecting, cultivating and closing on donors.

Furthermore, the re-organization and re-location of personnel would increase the management efficiency of the staff, leaving more time for the area vice president to spend in planning programs and seeing prospects. More office space is needed for this.

Attention must be given to guaranteeing a broad-based constituency. Effort must be put forth to gain more accurate data about the constituency served, and the borders of that constituency must be broadened to assure future success.

Special groups in the constituency need to be targeted to assist in recruitment and fund-raising. Alumni need to be more involved in recruitment by bringing student groups to campus, hosting parties in their home communities, and in other ways. Another volunteer group, the "President's Council for Institutional Advancement" is planned, as is an effort to initiate a gift-club program; it is hoped that these projects can be in motion by January, 1983.

The need for computerization of records has already been pointed out; the fulfillment of this need in all areas of the institution is expected to come about fully in the next three to five years as a result of the Title III grant.

Liaison with Assisting Organizations

Successful organizations are not built on or around one person. One of the strengths of Ohio Valley College is its team effort. And, this team consists not only of full-time, on-campus players, but also of those many support players throughout the constituency who are called on often for assistance in efforts to recruit students and raise money. The revitalization of the alumni association has added to this volunteer effort.

Increased communications with volunteer groups is expected to continue consuming much of the time of the President and Vice President for Institutional Advancement. A special effort will be made to attain closer rapport with the local business community, and other efforts will include the wider constituency.

President's Council for Institutional Advancement. As noted above, this group is planned for next year. It will be a group of professional men and women formally organized for the express purpose of being the eyes and ears of the College in their communities. They should meet on campus at least twice each year to communicate with the president on the state of the College. They would also assist in student recruitment, fund-raising, and publicizing the activities of the College.

Stepping Stones. Historically, the College has depended on a group of volunteers, organized at the College's inception, known as "Stepping Stones for Ohio Valley College." This volunteer network described on page 79, is composed of 1,500 ladies in 20 chapters throughout Ohio and West Virginia who work in behalf of OVC. Their work includes student recruitment and public relations efforts, but primarily they serve the College via their fund-raising efforts.

They will have given over $1,000,000 by the end of the organization's 25th year, 1983-84, which marks the beginning of the College's 25th anniversary year, 1984-85. The Stepping Stones are a great example of the strong volunteer work that has kept and will keep Ohio Valley College going.

The Stepping Stones chapters all assemble at the College annually for the Stepping Stones' Convention, and representatives of different chapters are often on campus for various events. OVC staff members are frequent visitors and speakers at Stepping Stones' monthly meetings and at their special recruiting and fund-raising dinners and other events. Clear and open lines of communication must be maintained with officers and members of the Stepping Stones chapters.

Additional Stepping Stones chapters will be formed in the future, and the present effective operation methods will be continued.

Pace. The President's Ambassadors for Christian Education is described on pages 56-57. This group of ministers promotes OVC by encouraging young people to enroll, by representing the College in their areas and congregations, and by serving as communication links between the College and its constituency. They meet once each semester on campus and demonstrate their personal commitment by generous contributions of time and money to the College.

PACE will be expanded in numbers of ministers and in areas represented by them in the future.

PAC. The President's Advisory Council is described on page 57. When called upon, they serve as communication links with the local business community. They assist in promotion of on-campus events, in fund-raising in the community, and in monitoring and building up the College's image in the area.

Athletic Boosters. The Athletic Boosters assist with the OVC intercollegiate athletic program, sell ads in the basketball programs, and engage in various activities to help raise money.

The athletic boosters provide transportation for the athletic teams, chorus, and similar on-campus groups. In 1978 the boosters purchased a used Silver Eagle bus, which they maintain and operate by making special trips to distant professional athletic events, to college bowl games, to Nashville for the "Grand Ole Opry," and on sight-seeing excursions wherever paying customers will go. They will continue with these fund-raising activities.

Junior Boosters. One of the most inspiring volunteer groups is the Junior Boosters, made up of junior high and high school students who work to raise money for the College, thereby helping to build a better institution which they will later attend. Their activities include spaghetti dinners, walk-a-thons, car washes, skating parties, window washings leaf rakings, and others. In recent years they have become very effective in fund-raising, and they are expected to continue to do so.

Summary

Progress has been made in building an on-going fund-raising program. The success of this effort is evidenced in the progress during the last five years.

Future success is expected because of the work of the recent past, the cultivation of key prospects, the goodwill and solid image the institution has with its constituency, and the stability of the fund-raising team and its volunteer organizations.

VII. CONCLUSION

The projections made in this chapter are based upon reasonable assumptions which are in line with current and immediately past experiences in the College's operation, in its constituency, and in the economy as a whole. Student enrollment is a basic ingredient determining many other things, and all present factors suggest that enrollment projections are realistic. The experience of the past several years suggests that fund raising can keep pace with growth in other areas. Thus the projections for the future hold more promise than the history of the past, and, as Chapter 7 notes, that history is one of success in the lives of alumni, which is the goal of the College's existence.

Each evaluative criterion set forth by North Central has been held up as a standard by which to measure Ohio Valley College goals, resources, achievements, and potential for future accomplishment of objectives. To each criterion the answer is clearly, "Yes." OVC's objectives are clear, are understood, and are accepted by faculty, staff, students, administration, and Board. The resources are such that the College is achieving its objectives in the lives of its students and alumni, and there is every reason to believe that this can and will continue to be done. Therefore, the entire faculty and staff believe that the College should receive a reaffirmation of its accreditation by the North Central Association of Colleges and Schools.

TEACHER RATING SCALE TEACHER'S NAME_____ COURSE_____ DATE _____

For each item circle the grade from 1 (lowest) to 5 (highest) to indicate your candid evaluation of the teacher and his/her teaching of this course. Circle N/A if an item is not applicable or if you don't know how to respond to it. Please PRINT comments for item 31. DO NOT SIGN YOUR NAME. The instructor will not see this form, but will be given a compilation of all comments and an average of all ratings in this course. Instructors hold in high regard student evaluations of their teaching effectiveness. Please do your best to answer each item as carefully as possible.

(LOW) - (HIGH)

1 2 3 4 5 N/A 1. Instructor stimulates and challenges me to think for myself.

1 2 3 4 5 N/A 2. Instructor exhibits high interest in and enthusiasm for his subject.

1 2 3 4 5 N/A 3. Instructor is well prepared for class each day.

1 2 3 4 5 N/A 4. Instructor displays a comprehensive knowledge of the subject.

1 2 3 4 5 N/A 5. Instructor applies what is taught to situations that are important to my life.

1 2 3 4 5 N/A 6. Students feel free in this class to ask questions or express difference of opinion.

1 2 3 4 5 N/A 7. Instructor maintains high Christian standards.

1 2 3 4 5 N/A 8. Instructor inspires students to strive for self-improvement.

1 2 3 4 5 N/A 9. Instructor demonstrates high regard for and understanding of students.

1 2 3 4 5 N/A 10. Instructor makes himself available to students for help or consultation.

1 2 3 4 5 N/A 11. Instructor makes effective use of teaching techniques appropriate to the course being taught.

1 2 3 4 5 N/A 12. Instructor uses enough variety of teaching methods to maintain class interest.

1 2 3 4 5 N/A 13. In dealing with the students the instructor is considerate and courteous.

1 2 3 4 5 N/A 14. Instructor sets clear objectives for the course.

1 2 3 4 5 N/A 15. Instructor returns examination papers within a reasonable length of time and reviews examinations with the class.

1 2 3 4 5 N/A 16. Instructor assists students in building a strong faith in God and in developing genuine Christian character.

1 2 3 4 5 N/A 17. Instructor avoids favoritism and discrimination.

1 2 3 4 5 N/A 18. Instructor promotes honesty on examinations and on outside written assignments.

1 2 3 4 5 N/A 19. Instructor encourages students to make effective use of the library or other appropriate sources of information.

1 2 3 4 5 N/A 20. Instructor's speech habits, personal mannerisms, and classroom demeanor are conducive to learning.

1 2 3 4 5 N/A 21. Instructor deals honestly with questions that are raised.

1 2 3 4 5 N/A 22. Examinations are fair and cover assigned materials.

1 2 3 4 5 N/A 23. Instructor makes definite assignments, making clear what work I need to do and what material I need to study for examinations.

1 2 3 4 5 N/A 24. Instructor uses class time to cover the subject thoroughly.

1 2 3 4 5 N/A 25. Examinations stress understanding of the material studied and not memorization alone.

1 2 3 4 5 N/A 26. Instructor informs students in advance of the way grades would be determined.

1 2 3 4 5 N/A 27. Because of this course, I am now more interested in this subject.

1 2 3 4 5 N/A 28. In consideration of the subject matter and the hours of credit earned, I felt that this course required about the right amount of work.

1 2 3 4 5 N/A 29. The grading system in this class was fair.

1 2 3 4 5 N/A 30. Compared to all other college teachers you have had, how would you rate the instructor of this course in effectiveness?

31. PLEASE PRINT (to be anonymous) your comments evaluating this instructor. Your comments are genuinely desired. Use the back of this sheet.

(Fall, 1981)

SYLLABUS

Course Dept. and No. (Art 196)
Course Title (Appreciation of Rembrandt)
Instructor (Jack Dropout)
Date (August, 1981)

1. General Information

I. Course Objectives
   A. General: Institutional objectives to which this course contributes
   B. Specific: Student objectives to which this course contributes

II. Course Outline--units covered
   A. Unit I (basic bones of contention)
   B. Unit II (more advanced bones) etc.

III. Work Requirements for this Course:
   A. (Read the text)
   B. (Complete xteen sheets in workbook) etc.
   C. (Write term paper)

IV. Method of Evaluation:
   A. Of student achievement of course objectives
   B. Of course content validity
   C. Of teaching effectiveness

V. Teacher Bibliography (Include text)

2. Content Development

I. Unit I--(Basic Bones of Contention)
   A. Unit objectives: as a result of this unit of study the student will.
   B. Outline of contents
   C. Student activities
   D. Teacher activities (Stand on head in corner or whatever is needed to achieve objectives of getting student to:)
   E. Approximate time needed
   F. Student bibliography (books, films, etc. that the student will read and use)
   G. Evaluation of student achievement of unit objectives (How do you he can('t)?

II. Unit II etc.

3. Sample of Daily Lesson Plan

I. Topic:
   A. Theme of Unit
   B. Subject of this lesson:

II. Aim: (In terms of student behavior specifically defined in measurable terms)

III. Materials needed: (Overhead projector, filmstrip, workbook, stone, test tube)

IV. Classroom Procedure:
   A. Teacher Activities:
      1. How I plan to begin
      2. Main points of this lesson (Facts, experiences, hypotheses...)
      3. Main points of application (So what? Include illustrations)

Faculty Salary Scale
Ohio Valley College
App.oved: March 1, 1981

1. Salaries on this scale are for 36 weeks of work.
2. Summer teaching will be at the part-time rate.
3. Years of experience are computed as follows:
   a. One year is granted for each two semesters or three quarters of full-time teaching or educational administration within a twelve-month span.
   b. Part-time teaching will be credited at one year for each 24 semester credit hours taught.
   c. Non-teaching professional experience may be credited at one year of teaching for each four years of professional experience.
4. For each five years of experience at Ohio Valley College, $200 will be added up to a maximum of $1,000.

Years of Experience	Bachelors	Masters	Masters + 30	Masters + 60	PhD
0	$10,798	$12,065	$12,649	$13,232	$14,066
1	10,905	12,211	12,794	13,376	14,248
2	11,013	12,358	12,938	13,521	14,430
3	11,123	12,504	13,085	13,665	14,612
4	11,232	12,649	13,231	13,812	14,794
5	11,340	12,794	13,376	13,956	14,974
6	11,450	12,938	13,521	14,103	15,157
7	11,558	13,085	13,665	14,248	15,338
8	11,667	13,231	13,812	14,394	15,521
9	11,777	13,376	13,956	14,539	15,701
10	11,887	13,521	14,103	14,683	15,884
11	11,994	13,665	14,248	14,830	16,065
12	12,105	13,812	14,394	14,974	16,248
13	12,211	13,956	14,539	15,121	16,427
14	12,322	14,103	14,683	15,266	16,611
15	12,431	14,248	14,830	15,411	16,792
16	12,540	14,394	14,974	15,556	16,975
17	12,649	14,539	15,121	15,701	17,156
18	12,758	14,683	15,266	15,848	17,338
19	12,867	14,830	15,411	15,992	17,519
20	12,976	14,974	15,556	16,138	17,702
Maximum for OVC Service	13,976	15,974	16,556	17,138	18,702

Part-time teaching

Bachelor's	$200 per credit hour
Master's	225 per credit hour
PhD	250 per credit hour

Visiting Lecturers: Negotiated

CONFIDENTIAL OHIO VALLEY COLLEGE ALUMNI SURVEY - 1981

1. Name Mr. ____ Mrs. ____ Miss ____ _____ (Last Name) _____ (First Name) _____ (Middle or Maiden if a married woman)

2. Home Address: _____ (No. and Street) _____ (City) _____ (State) _____ (Zip Code) _____ (Home Phone No.)

3. Spouses's Name _____

4. Parents' Name and Address: _____ (Name)

_____ (No. and Street) _____ (City) _____ (State) _____ (Zip Code)

5. Permanent Contact: (other than your parents) who will always have your address

_____ (Name) _____ (No. and Street) _____ (City) _____ (State) _____ (Zip Code)

6. Period you attended O.V.C.: _____ to _____

7. Check which you received at O.V.C. A.A. _____ A.S. _____ Certificate _____

8. List colleges attended after O.V.C. | Dates Attended | Degree Rec'd. | Major | If no degree, semester hrs. | G.P.A. on basis of A=4.0

a. _____

b. _____

c. _____

9. Honors and scholarships received at above colleges: _____

_____

10. Are: Check

a. Presently employed ____
b. Attending school ____
c. Housewife ____
d. Unemployed ____

11. What is your trade or profession? _____

_____

12. If employed, who is your employer?
a. Name: _____
b. Business Address: _____
_____
c. Title of your position: _____
d. Business Phone: _____

13. Annual Income:	Your Own Income	Total Family Income
a. Under $10,000	____	____
b. $10,000- 14,999	____	____
c. 15,000- 24,999	____	____
d. 25,000- 29,999	____	____
e. 30,000 and over	____	____

14. Marital Status
a. Single, never married ____
b. Married (Spouse living) ____
c. Widowed ____
d. Widowed and remarried ____
e. Separated ____
f. Divorced; not remarried ____
g. Divorced; remarried ____

15. Children (count current pregnancy)

Name	Date of Birth

16. Church Preference:

_____

17. Church Attendance
a. Attend more than half the time
(1) Sunday A.M. ____ (2) Sunday P.M. ____
(3) Mid-Week ____
b. Attend half the time or less
(1) Sunday A.M. ____ (2) Sunday P.M. ____
(3) Mid-Week ____

18. Have you changed your church affiliation since leaving O.V.C. YES____ NO ____

19. Did your spouse attend O.V.C.?
a. Yes, we met there ____
b. Yes, but we did not meet there ____
c. No, didn't attend college ____
d. No, a different college ____ (College) 162

20. In what church activities do you engage on a non-paid basis?

a. Elder _____
b. Deacon _____
c. Teacher _____
d. Office Work _____
e. Visitor to sick or needy _____
f. Serve on committee _____
g. Music: (1) Song Leader _____
h. Bible school other than teacher or pupil _____
Title _____
i. Other _____
(Usher, nursery attendant, clean building)

21. Would you advise a prospective student to attend O.V.C.? _____

22. Why that advice? _____

_____

23. How many students have you advised in the last two years to attend O.V.C.? _____

24. Approximately how much have you contributed to O.V.C. during the last two years? _____

25. How many alumni reunions and homecomings have you attended in the past two years? _____

26. List professional societies and organizations to which you belong.

_____

_____

27. List Civic or Community Service Organizations to which you belong.

_____

_____

28. List your activities with such organizations as Boys' Clubs, Boy and Girl Scouts, Little Leagues, Camp Fire Girls, and clubs set up to give assistance to hospitals, orphanages, old people's homes and colleges, etc.

_____

_____

29. List Honor Societies to which you may belong, such as but not limited to Phi Beta Kappa, Phi Delta Kappa, Sigma Chi, Sigma Xi, and Pi Gamma.

_____

_____

30. List any honors that have been awarded you. _____

_____

31. How many of the following have you had published since you left O.V.C.?

_____ Books and novels

_____ Professional or technical journal articles

_____ Religious journal articles and/or pamphlets

_____ Short stories, songs, essays, and poetry

32. Please make suggestions (use back if necessary) as to betterment at O.V.C. of:

a) Courses offered

b) Extra-curricular activities

c) Dormitory life including food

d) General rules as to conduct

e) Entrance requirements

f) Fund raising methods

g) Better communications to constituents

20. In what church activities do you engage on a non-paid basis?

a. Elder _____
b. Deacon _____
c. Teacher _____
d. Office Work _____
e. Visitor to sick or needy _____
f. Serve on committee _____
g. Music: (1) Song Leader _____
h. Bible school other than teacher or pupil _____
i. Title _____
j. Other _____
(Usher, nursery attendant, clean building)

21. Would you advise a prospective student to attend O.V.C.? _____

22. Why that advice? _____

_____

23. How many students have you advised in the last two years to attend O.V.C.? _____

24. Approximately how much have you contributed to O.V.C. during the last two years? _____

25. How many alumni reunions and homecomings have you attended in the past two years? _____

26. List professional societies and organizations to which you belong.

_____

_____

27. List Civic or Community Service Organizations to which you belong.

_____

_____

28. List your activities with such organizations as Boys' Clubs, Boy and Girl Scouts, Little Leagues, Camp Fire Girls, and clubs set up to give assistance to hospitals, orphanages, old people's homes and colleges, etc.

_____

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g) Better communications to constituents

Ohio Valley College

Educating to Serve

Vice-President

November 25, 1981

Dear Alumnus:

Tomorrow is Thanksgiving day! We at OVC are thankful for you and all the other alumni who have come our way. We are thankful for God's great blessings on us this very year, in which we have seen a new women's dormitory completed and received our first $1,000,000 gift (promised if we will raise $500,000 more by the end of 1981 in cash and pledges). We are in a phonothon right now to raise these funds, and we believe we will make it.

But that, great as it is, isn't why I'm writing to you. I am writing to ask you to please fill out and return the enclosed questionnaire so that we may use your data in our alumni survey information as we write up our Self Study for the North Central Association of Colleges and Schools. We have full regional accreditation from North Central, and they are making a periodic reevaluation visit to us next November. In preparation for that visit, we must write a Self Study, and in preparation for the Self Study we must get as much information as we can about our alumni so that we can brag a little without fear of contradiction. In other words, we want to be able to say with Will Sonnet, "No brag--just fact!"

This is the second Confidential Ohio Valley College Alumni Survey--1931 form that I have sent to you. Perhaps you didn't receive the first Survey form because of an error in handling by us, the U.S. Snail Service, or someone else. Perhaps you have filed it in your INTENDED basket, or lost it. Perhaps you found it necessary to use it for fuel during the cold weather that started last week. Whatever happened to the last one, please don't let this one get by you, but fill it out and send it to us as soon as possible. PLEASE.

I promise that your data will be kept in confidence. I will not tell my classes. I will not tell my wife. I won't tell the president. I won't tell anybody, except in statistical summaries in which you will remain anonymous. We will use your names, addresses, and the names and ages of your children to update our alumni, mailing room, and admissions records, but beyond that, nobody will know anything unless you specifically give us permission to quote you.

Thanks a million, a figure that until this fall was only a dream of a gift to OVC, but which is becoming a reality through the efforts of many. Your prompt response will help us maintain our accreditation.

Sincerely yours,

Charles J. Aebi

Charles J. Aebi
Vice President and
Academic Dean

CJA:jk
encl/

College Parkway · Parkersburg, WV 26101 · (304) 485-7384

Ohio Valley College

Educating to Serve

150

September 8, 1981

Vice-President

Dear Alumnus:

Four years and six months ago OVC alumni helped bring to this campus North Central accreditation, confirmed in 1978 and certifying to all the high quality of the OVC program.

Now we are engaged in another Self Study, testing whether our accreditation can long endure. We are scheduled for a North Central re-evaluation November 8-10, 1982. We are asking you to join us in preparing this Self Study by completing the enclosed questionnaire and returning it to us. We intend to devote a portion of the Self Study to alumni achievements and to dedicate the Self Study to our alumni. It is altogether fitting and proper that we should do this.

But, in a larger sense to dedicate the Self Study to our alumni does not tell the whole story, for the alumni represent OVC in ways that others cannot do. You are the ones who came and pioneered the way for students of today and tomorrow. Though the world may take little note of what we do at OVC from day to day, it can never ignore what you have achieved in your lives, and that is what we want to emphasize in our current Self Study.

As we dedicate ourselves to the task before us, we want you to be aware of the importance of your contribution in detailing for us your own accomplishments on the enclosed survey form. I will report your name, address, permanent contact, and children's names to the Alumni Office for updating. Otherwise, all your responses will be kept in confidence and reported statistically in ways that will not identify you individually. For example, our 1976-77 survey revealed that 78% of our alumni continued their education elsewhere after OVC, attending 146 different colleges and universities. At that time, 47% had obtained bachelors, 9% masters, and 1% doctors degrees. Fourteen per cent had incomes over $15,000 in 1976-77; 1.6% were unemployed; 23% were teachers; 18% of the men were full-time ministers; and of all who reported, 65% were married and 3% had divorced.

We do very much need your data to complete the task remaining before us. As you give us this measure of devotion, we highly resolve that OVC shall endure as a continuing influence on the lives of our young people, to the end that Christian education shall not perish from the earth. As I write this, OVC has thirteen full-time juniors in the new four-year Bible program, and four area ministers are enrolled part-time working toward their baccalaureate degrees in Bible. We have registered a total of 261 full-time students thus far this fall.

Please use the enclosed envelope to return your completed survey form. If you feel extra generous, paste a stamp over the "No Postage Necessary" imprint and save us the 25¢ Uncle Sam charges to deliver them to us. We thank you very much.

Sincerely yours,

Charles J. Aebi

College Parkway - Parkersburg, WV 26101 - (304)485-7384

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